

Educational Supplement

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Break

Generally known as Jim

Mr James Arnot Hamilton, generally known as Jim, is to succeed Sir William Pile as permanent secretary at the Department of Education and Science on June 1.

"The appointment was a surprise both to the DES and Mr Hamilton. A civil engineer by training, he has had a distinguished career as a scientific civil servant in the aerospace industry. He moved into administration, but not away from aeroplanes, when he went to the Ministry of Technology in 1965. He became director-general of the Concorde project a year later, before moving to the Department of Trade and Industry. Only in the last two years, as deputy secretary in the Cabinet Office coordinating economic and industrial policy, has he cut his ties with science.

"One can only speculate that his appointment has something to do with his being an engineer and therefore likely to bring education into closer contact with technology and industry", said a DES official. Mr Hamilton was also director-general of Concorde when Mr Fred Mulley was Minister of Aviation.

Appointments of this kind are made by the head of the Civil Service through a "sort of osmosis", but a minister would have at least a veto. And then Sir Douglas Allen, head of the Civil Service, is like Mr Hamilton one of the rare breed of Fulton men, specialists brought into the higher echelons of the Civil Service on the recommendation of the Fulton committee. Indeed it is appropriate that Sir Hamilton was interviewed for his first job, after he graduated from Edinburgh University, by C. P. Snow, who was chairman of the joint recruiting board in the war. "I was terribly young, unsure and uncertain. He was extraordinarily kind," he diverted the newly-qualified civil engineer from the Royal Engineers to research and development on anti-submarine weapons in western Scotland, where he remained through the war.

If the appointment was a surprise to Mr Hamilton, it was also a pleasure. "If someone had said you can have a complete choice of any department, I would have chosen education and science. I wanted to do something more directly concerned with social affairs. I have spent so much of my life working on non-human things.

Mike Ramsden, editor of *Flight International*, thinks Mr Hamilton's move to general administration is a waste. "As a research engineer and aerodynamicist he was more of the industry than of the Government. . . He was the first civil servant ever in the history of the British aerospace industry to whom an engineer could talk as one of their own."

Mr Hamilton admits to a lasting love of aeroplanes. "It's a bit of the small boy really, one never loses a great affection for aeroplanes, it's an emotion, not a definite intellectual thing". But he does not think he is a loss. "I was never a first-class scientist anyway, I mean never the Royal Society or anything like that. I was really brought up kicking and struggling and I think my personal characteristics are much more suited to administration."

The "kicking and struggling" marked his childhood. Now 52 Mr Hamilton was born and brought up in Penicuik, Midlothian, where he went to the local primary school. At the 11-plus "I didn't really try because I didn't think I would go on beyond 15". Instead of grammar school, he took a commercial course in the local school. "I learnt shorthand, typing and bookkeeping, very useful."

At 15, however, he was bullied and ejected by his school and his family to transfer to Lasswade School. "I was very conscious of my family, my family was terribly poor and I wanted to start earning." A bursary was found, the family rallied all their resources—he is an only child—and the school "dragged me up to standard in two years". They coached him in the evenings and put him through a special German course because he had missed Latin.

Little fluffy nest

The experience established a taste and capacity for hard work which has stood Mr Hamilton in good stead throughout his career. When in 1965 he moved to the Ministry of Technology as deputy chief scientific officer, after 13 years at the Royal Aircraft Establishment at Farnborough, he found administration hard. "I didn't like being moved. I didn't want to leave my little fluffy nest."

The move to the Cabinet Office was another change, but in characteristic fashion. "I hadn't had a lot of formal education in economics, though I'd picked up a bit, so I went along to Diltons to get some books. But Diltons have a whole department, a whole shop



for economics so I came back to the office and asked them what I should read."

Two years at the centre of government fascinated and beguiled him. He arrived in the Cabinet Office during a major economic crisis and the three-day week. The Leyland takeover, the Chrysler deal, the pay policy have passed through his hands and last week, at a Cabinet meeting he almost slipped, he heard Mr Wilson announce his resignation.

During this time he has admired and found himself in sympathy with the way Sir John Hunt has built up the central coordinating role of the Cabinet Office in Whitehall. "I like this, it is very much my own style."

And now he moves to the DES, a department rather separate from the rest of Whitehall, the centre of its own world and one which tends to promote its own. Some people in the DES feel this is the moment to have to "educate" a new permanent secretary, but at least they have an eager student. "I will have to work very hard to catch up, I am doing that already. The department are sending me masses of papers and I am reading it every waking hour. But I like that."

Indeed reading is Mr Hamilton's main pleasure, apart from listening to music, and hill walking. "I go back to Scotland every year for two weeks climbing in the hills and that relaxes me completely. I walk a lot here too but it's a bit flat, I miss the hills."

He has asked Sir William Pile for a list of outstanding problems. "I must say I hope a few of them will be disposed of before I get there." It is a fair hope that the legislation now before Parliament will have been dealt with, but expenditure cuts and examination reform will not. Expenditure control is not new to the director-general of Concorde, but the 16 plus on which he is concentrating is "I

have found it one of the most bewildering parts of my reading. I find it very difficult to grasp what the Department describe as the professional aspect. As a parent and outsider I have never really questioned whether the examinations should be altered. I just accepted them."

Public debate in education, shown by the mass of papers flowing from the DES, is something new to him. "I have been brought up where security loomed very large—in the aerospace field and in the Cabinet Office—and I find the difference most refreshing." Such a reaction makes it sound as if any move for more openness in the DES will have a job convincing the new permanent secretary there is a problem—though Mr Hamilton says that he learnt on Concorde that "one ignores public opinion at one's peril."

In the three months before he takes up his appointment, he will be sounding opinion. He has asked the DES to arrange visits to chief education officers, schools, universities and polytechnics.

The science side of the DES is, of course, familiar ground and, in talking of its function in coordinating and balancing demands of the research councils, Mr Hamilton gives another indication of his particular style. "The Department have to try to strike an overall balance as they do on the education side. It leaves the detail of administration to the people on the ground. That's very much my line. It's the centre's business to see that the various groups in the field are treated equally."

This determination to keep some what aloof from detail is reflected in his intention to travel abroad. "Visits of that kind are valuable for stimulating new ideas, perhaps not at once but over quite a long time. A fair bit of travel is something a permanent secretary should do and not be forever interfering with the

work of the highly qualified people in the department."

France, in particular, attracted Mr Hamilton's attention. Working on the Anglo-French space projects and with the Anglo-French Concorde, he made many contacts and was popular, as only a team can be. "The French are elitist and in the top echelons of technology and the Civil Service. But below that, not the impression there is much depth and strength. The highly competitive education system leaves a good many bodies in its wake."

The crushing effect of education and failure in education, of which he has had first-hand experience, for outside the DES, Mr Hamilton holds a firm view. His three sons have all been placed in the state system in any deliberate choice, it was a political decision or anything like that. It was just that I have a tradition of private education, of school—and we have good schools in Farnborough. The youngest went to a boarding school, the middle one to a public school, and the oldest one to a boarding school, but not that he is less than the other two, he is always shrewder, but he did not do academic things, learnt late. His father (the sending him to a boarding school) decided against it. If he was subjected to a centralized course he might have been completely. He went to a secondary modern where he was appointed head, then a thorough technical college. He is now in his 16th year of teacher training in a school. Of the three his success has been the most charming and enough to let it and his has now recovered."

Perhaps at last R. R. who 40 years ago had a weakness of state education that it was run by people not been educated in it and consider it good enough children, may rest in peace.

Aurib

Next week

Michael Clarke reviews a book of books and previews a series of exhibitions on the world of Islam.

Patricia Rowan investigates the emotive subject of special provision for disruptive children. Books: A. E. Rodway on a book by Mary Ward; David Wright on the poems of Thomas Hardy; Michael Marland on curriculum development; and a review of modern language teaching.



A constructive approach to reworking and to life at the Reading day unit. Units for children whose schools have found them too difficult to handle are in the increase. Patricia Rowan assesses progress in this new way of helping the disruptive pages 21-24

Thumbs down from heads

The TIMC and HMA, as well as the Assistant Masters and Bursary School, have all joined the critics of the Schools Council sub-committee's proposals for a joint exam at 16-plus. Sue Cameron reports page 3

Same route

In Parliament this week, the Education Secretary virtually ruled out any change in the school transport system. page 4

Curriculum in the lead

Although the Government are dragging their feet on the official curriculum timetable, schools have already abandoned imperial weights and measures page 5

Voting Marx out

An anti-Marxist alliance of right wing students is set to swing the National Union of Students towards secret national elections. Preview by Stephen Cohen page 7

What makes a truant

Traditional teaching attitudes are blamed for high truancy rates in Wales, and Birmingham are to investigate their problem of absenteeism. Reports page 10

Extra: Modern Language

Teachers European studies; language laboratories; methods and standards. pages 43-54

Job creation for what?

Dr Gavin Kennedy argues that though the Job Creation Programme is meant to give young people socially useful work, this is often a euphemism for work that nobody else considers worthwhile. page 14

Swedes to reform comprehensives

The biggest reform of comprehensive education in a decade is before the Swedish Parliament. Mike Duckenfield reports page 16

Didacta '76

Carolyn O'Grady reports on the European educational materials fair which was held in Basel last week and discusses the future of the exhibition. page 29

Images of the people

Bernard Denvir reviews the British contribution to a Council of Europe exhibition, *Love and Marriage—Aspects of a Popular Culture*. page 94



Lip reading lesson

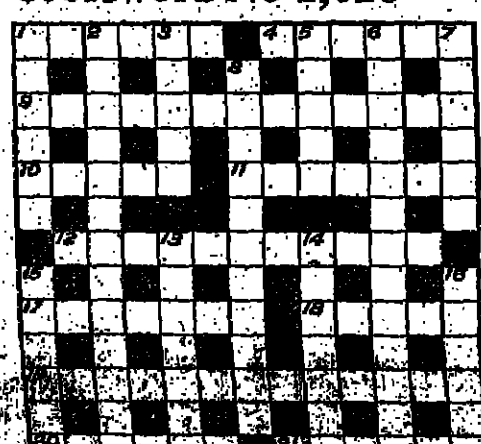
Diane Spencer reports on how pupils at the Royal School for Deaf Children in Margate are taught to overcome the barrier of silence. page 15

Arabesque

Michael Clarke reviews four books on Islamic art and culture in preparation for the World of Islam Festival. page 25

Letters, pages 18, 19
The 16-plus examination: heads on probation; music methods; naughty-ness; improved head; early retirement; compulsory religious education; vouchers; Alcock all-in controversy. Foreign, pages 16, 17
Sweden: highest reform yet of comprehensive education; Franco: protest at plans for job-oriented degrees; United States: future of the Republic of Ireland; parents fight state control. Books, pages 26-28
A. E. Rodway on Mary Ward's *Imagination*; David Wright on Thomas Hardy; Michael Marland on curriculum development; and a review of modern language teaching. Resources, pages 29, 30
Carolyn O'Grady on the Didacta educational materials fair at Basel last week; Adrian Hope on some top recording methods and equipment. Talkback, page 31
Alastair Hingarth and Mike Holroyd on work experience schemes. Arts reviews, pages 94-95
Patrick Curney on opera; Bernard Denvir on art; Francis Hill on a new kind of school; and a preview of the effects of separation on children; Christopher Griffin on *Marlow to the System*. Leaders, page 41
Personal column, page 41
Sport, in brief, people, page 26
Break, Crossword, Bridge, page 32
Classified ads
Index

Crossword No 1,026



Across
1 Engineers get the message to save the (7)
4 Topical for a barrister (6)
9 He's expert at ring-the changes (13)
10 For ever that is spine chills (5)
11 A contemporary gift (6)
12 Two men delve into plans for environmental improvement (11)
13 What one must be of course to play for the (7)
14 Suggested by radon in the laboratory (5)
15 Professional holiday-takers (4, 3)
16 Team involved in some novel events (6)
17 Not, however, a process of standing up to be counted (6)
18 The Greeks have a word for political union (6)
19 Solution to Puzzle No 1,025

Down
1 Not a country mansion for the record (8, 5)
2 So to speak the language in our time (5)
3 Give the impression that the first lady had no internal problems (6)
5 Suggests that it's people's expect to stand, not fall (6, 7)
6 Car for land owner or council tenant? (6)
7 Machine should help the type suffer calculating the packing fees (11)
8 Steve suggests you're terrible to look at (6)
9 Not name for cutting plant (7)
10 Suggests a residence for Barbara? It's a nice dream (6)
11 The Greeks have a word for political union (6)
12 Two men delve into plans for environmental improvement (11)
13 What one must be of course to play for the (7)
14 Suggested by radon in the laboratory (5)
15 Professional holiday-takers (4, 3)
16 Team involved in some novel events (6)
17 Not, however, a process of standing up to be counted (6)
18 The Greeks have a word for political union (6)
19 Solution to Puzzle No 1,025

Maths teaser

Palindromic numbers: A palindromic word is one which is the same when the order of the letters is reversed. A palindromic number is one which is the same when the order of its digits is reversed, for example 3883, 45654, 147741.
(i) Which of these is a multiple of 11?
(ii) Choose some palindromic numbers with four, five or six figures, and test whether they are multiples of 11 or not. What do you discover?
(iii) If the digits of a palindromic number are a, b, c, d, e, find its factors. What does this prove?
(iv) Prove that any palindromic number with six digits is a multiple of 11.
(v) Show that any palindromic number with five digits is a multiple of 11 only when the middle digit is twice the difference between the second and first digits; for example, 57475, where 4=2(7-5).
(vi) Is a test for divisibility by 11 to find the sum of alternate digits, and if these are the same, or differ by a multiple of 11, then the number is a multiple of 11. The number 5479 when expressed as an improper fraction is 49/9, which is the square of 7/3 (24).
(vii) Is a test for divisibility by 6 and 6 that is square number 5/16. What is its square root?
(viii) Can you find three more numbers between 5 and 6 that are squares?
(ix) Can you find one which is smaller than 5/16?

number with five digits is a multiple of 11 only when the middle digit is twice the difference between the second and first digits; for example, 57475, where 4=2(7-5).
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(vii) Is a test for divisibility by 6 and 6 that is square number 5/16. What is its square root?
(viii) Can you find three more numbers between 5 and 6 that are squares?
(ix) Can you find one which is smaller than 5/16?
Approximations to the square root of 5: (i) If $a/b = (a+5b)/b$, show that a/b is the square root of 5, and deduce that a and b are integers. (Assume that a is in its lowest terms.)
(ii) If m/n is an approximation to the square root of 5, and m and n are integers, and $(a+5b)/(a+b)$ is a closer approximation.
(iii) Taking 2 as the first approximation to the square root of 5, find a fraction which is a closer approximation.
(iv) Show that 9/4 is a closer approximation, and find a fraction that is even closer than these.
D. B. Epstein

More people, fewer things

At a high season for economic speculation and kite flying, the weeks between the Expenditure White Paper and the Budget are drawing in. So is the wounding of local authority budget and rate implications. Gradually the extent of the damage and the implications for the service of the education are becoming apparent. Not the least of which was spelt out by Rudolf Klein and his colleagues at the Centre for Studies in Social Policy in their comments published yesterday on this year's Expenditure White Paper (page 6).

Using Treasury figures, Mr Klein has shown that in education, to an extent among the social services, the proportion of the total expenditure on the service which goes on wages and salaries is rising. Education is still showing more labour intensive.

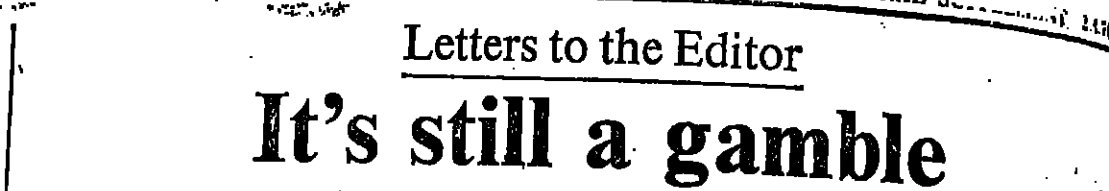
But Mr Klein's contribution this week is to draw attention to the fact that central government's policies for the public sector—which employs a quarter of the work force—are not determined solely upon consideration of the services provided by that sector. Last autumn the decision to rescue Chrysler was taken not because of the company's efficiency or the merits of its motor vehicles but because it was judged to be socially and politically worth millions of pounds of public money to prevent thousands of Chrysler workers in touchy areas of the country from going on the dole.

Cuts in public-sector employment now, even if that would benefit the particular services, would add to unemployment at a time when alternative jobs are not readily available. Furthermore Mr Klein's working paper suggests that, even if the economy picks up, cuts in employment in the social services—education, for example—would not necessarily release suitable recruits for industry: women working part-time account for a major part of recent expansion and are always the first to be let go. The next wave, as suggested by the proposals for early retirement, would be older workers. Indeed, the education service would be made if it did not fight a stout rearguard action to keep the scientists and mathematicians who would be the most welcome recruits to industry.

Thus a discrepancy is revealed between local and central government priorities. Discussion of such differences should be the concern of the Central Council on Local Government Finance, and reconciliation of them, if possible, the object of a joint approach to social policy. Meanwhile, the Central Policy Review Staff is said to be pressing for a coherent manpower policy.

No comment

"Sorry Donald has been away from school with his head. He has had it off and on all the week-end." Absence note received by a secondary school in Kingston upon Hull.



other areas, as similar as

ARMOND BALDWIN, chairman of the governors of Manchester Grammar School, sticks to his guns and insists that comprehensive schools mean falling

Nationally, results can be compared year by year for all selective and comprehensive schools. When, as now, many schools are transferred each year from one type of organization to the other, the national comparison through time is *pro rata* of both comparisons. These were the comparisons I was making, and the imposition of major error is impossible to understand.

I emphasized that comparisons were affected by creaming in about one-third of the country. Mr Travers argues from the increase in grammar school leavers in the selective sector from 23 per cent to 26 per cent from 1966 to 1972 that this alone will justify transferring 40,000 grammar school leavers from the selective to the comprehensive system.

standards

the performance of the comprehensive sector. In fact, sixth form colleges are normally grouped with comprehensives in the statistics, their pupils beyond 16; late devotees in this case would be lost to the selective side, since few would move at 16 to grammar schools rather than further education.

Finally Mr Travers professes to find evidence of the superior performance of comprehensives. "Examination" results improved in all schools, but in the comprehensives they improved faster. It supports this by citing sundry percentage increases. I have been unable to discover precisely which fig-

Manchester. Figures published 1974 for 1973 and earlier years much revised in 1975, but the 1973, so not taken back by revision are 1973 or comparisons possible are 1973 or 1974.

After adjustment for direct and other creaming, it appears the Roman Catholic unselective schools did better than the comprehensive, in both years of the comparison, in both years (1974) in terms of level of attainment passes a head of level 20. In A levels the severe effect of creaming makes comparison difficult, but the county performance declined, while the improved.

Liverpool. A report of August last year by Dr John Lee, the local City councillor, described a similar situation. Of

Performance in the selective sector rises by the same percentage amount on the given scale. For example, from 15 per cent, and from 10 to 15 per cent, the rise in the selective performance will be as a percentage of its own former level, greater than the other (10 to 15 per cent is a 50 per cent increase, 15 to 20 is a 33 per cent increase).

So while the gap in terms of per-

Mr. Travers's calculation has subsequently agreed that the best index of change in grammar school percentage is that for pupils aged 13. The comprehensives have advanced, relatively to the others, in the

[illegible]

with more than 95 per cent of the pupils in the comprehensive level. Senior pupils in reorganized schools will, after reorganization, appear in the statistics in the comprehensive column, but their commitments will be largely due to the selective schools whence they came.

Some suppose as an extreme case that all remaining selective schools were at a stroke reorganized to comprehensive this year. Even Mr Travers would scarcely credit the results of their pupils' performance in the selective schools into which they had been transferred.

One effect of the switch to comprehensives can be seen in the national figures for comprehensive schools for 1965 and 1971. In 1965 selective schools the figures were 1.16 and 1.57 respectively, and in 1971 1.52 and 1.57 respectively. In the comprehensive column, on the other hand, the figures for 1965 were 1.16 and 1.57 (figures not yet available) and for 1971 1.52 and 1.57.

It would have been a criticism of the Coventry and Northamptonshire Education Authority's comprehensive schools, Coventry, Northampton and Northamptonshire, if Mr Fred Naylor (725, October 1971) with the City of Bath Technical School, based on information from each school of the verbal results of the

1 gave to the press last October, the area of competition, because the boys only the comprehensive percentage was less than 95 per cent. Besides sending boys to a maintained grammar school, the authority also sent about the same number of girls to a district

are equally creamed. Of the 32 areas showing more than

Thus I repeat that the evidence of the national GCE figures points only one way. If, however, by some coincidence all this can be explained by geographic and socio-economic factors, then let Mr Mulley open his Department's records to impartial investigation.

Areas which have been entirely correct so long enough to show the true results of reorganisation could be compared with

The variety of results from the areas named above emphasises how valuable it would be if figures were made available for comparison. Meanwhile the national figure is subject to all appropriate qualifications remain the main evidence.

RAYMOND BALDWIN,
Penny Alderley Edge, Cheshire.

Providing PE kit for poor pupils

Schools have always found a loan system difficult to operate, and now find that the number of children on waiting lists too great; and their resources too small for them to attempt to meet the need at all.

We have therefore asked the Secretary of State to consider the

Our association of voluntary workers involved with the welfare of inner-city popopoles and their families has recently been passing the Education Secretary to discuss the legislation affecting the provision of Physical Education kit for poor children.

Mary we appeal through your paper columns to teachers and others outside London to let us know what the situation is in their care. We need information on three counts:

- (1) whether there are pupils who

Since 1948 regulations on clothing have restricted this provision to "right of user only," which effectively seems to mean that schools may buy the Physical Education outfit for their allowances and out of their own pockets. The regulation restricting the provision of kit to a loan system only, so that local authorities would be free to provide these essential items, even if it meant cutting back on other less necessary clothing for the pupils, cannot afford the kit "as a provision, if any," except in special cases. (1) If there is no kit to such pupils; (2) if there is such provision, what happens to pupils without kit?

ANNE SCOTT

Central Committee of School
Workers' Associations,
18 Farmer Street, London, W8 7NS

Headmasters reject 16-plus common exam system

See Cameron

Master's organizations have been firmly against the present plans for a common exam. And their arguments at 16-plus are being backed up by the Assistant Masters' Association.

Last week the Headmasters' Conference, the Headteachers' Association, and the AMA have all issued statements on their comments on the Council's joint exams substitute plans for a common exam.

On the question of a new administrative structure for a common system at 16-plus the HMC insist there must be an evolutionary approach. They do not want to see the present CSE and GCSE exam boards merged in the near future and they say radical changes in the present administrative structure would not be economically feasible.

"We see merit in the fact that GCSE boards are equally involved in exams at 16-plus and are therefore well placed to discuss

to the place of CEE and A level in any new structure". They say the "difficulties presented by piecemeal examination reforms" are one reason for not attempting radical reorganization of the present examination boards.

The AMA state roundly that they are "deeply concerned at the failure of so many of the feasibility studies to assess in a satisfactory manner the attainments of the less able and of the more able pupils". They also call for further studies

Three organizations favour the adoption of a common system of grading. But they all attack the present proposals on the grounds that they fail to meet the needs of the cleverest and the slowest pupils. The HMA, HMC and the Schools Council all say that the present feasibility studies have been wholly inadequate and they call for further research before any proposals are made. The HMA, HMC and the Schools Council make major criticisms of the present proposals. They say that the feasibility studies make three points "abundantly clear":

- (1) "In most subjects it would be impossible to devise a single system of grading which would do justice to the needs of the whole range of pupils. This means there is no case for common examinations."
- (2) "The proper continuity with middle-school work. We believe that is required as a first step is to merge the grading systems of GCE and CSE and to foster experiment in common core syllabuses; and then to evolve a more closely integrated pattern of administration in the light of evidence and based on collaboration between GCE and CSE boards."
- (3) "The HMA, in their comments, also lists three chief objections to the present proposals for a common examination system. They say the Schools Council's feasibility studies have left many problems 'unresolved'."

"Probably the design of examinations which can do justice to the needs of both ends of the ability range". They add that the question of an administrative structure for a common examination system is a question which will have to be decided before any changes are made to the present GCE and CSE examinations.

"The administrative advantages within each school which would accrue from a common system are acknowledged, but these are disregarded when viewed against a dissatisfaction with the examinations themselves."

"The association feels very strongly that much more experimental work is well co-ordinated and well monitored basic needs to be done in this field before the existing dual system can be replaced by a common examination system."

The assistant masters "very much regret that no firm proposal has been made on the administrative structure for a common examination system. They

posed to a common system of marking.

There remain serious problems of examination technique which he believes a common system will not be able to solve. He is keen to be clearly preferable to the present GCE and CSE systems.

Even in a common system the special needs of both the able and some of limited academic ability are not met.

The HMC, which represents the needs of all the major public schools, is to express their concern that "in the long term syllabuses will have to be written for the middle ranges and will not lead properly to advanced study".

And they say their scrutinisers

mon system needs to be resolved as a matter of urgency. They also say the cost of introducing a new system "has not been given adequate consideration".

The HMA say it was "unfortunate, though perhaps understandable", that most of the feasibility studies were of a common examining system rather than a common system.

They claim the evidence suggests that while common examination papers may be satisfactory in English and art they will not be fair to candidates of all abilities in subjects like Latin, French, and science.

The HMC, the HMA call for an evolutionary approach to the introduction of a new administrative system for 16-plus examinations.

say it is vital that this question be settled before a common system is brought in and they insist the universities must be involved as they are at present, with the GCE boards.

This week Banbury Comprehensive School published their comments on the Schools Council subject proposals. They have also criticised the plans though for rather different reasons.

They say they are satisfied that the present examination arrangements are illogical but they have not been convinced that the suggested proposals would be significantly better."

"They add that the Schools Council sub-committee have refused to engage in debate with those who

ated that one of the experimental common exams would be made suitable for clever pupils at the age of 16, not 18. As preparation for advanced work, all the optional topics in this syllabus were essential".

They want the GCSE and CSE boards to bring in a common certificate and a common grading scheme but also the rider that this should be subject to a "strict timetable".

The JMA expresses the hope that "careful consideration will be given

would wish to see external, written examinations removed" for 16-year-olds. And they insist that the present debate on examination reform must not be allowed to preempt "full and proper discussion of the whole curriculum".

Fowler the peacemaker

Mr. Geoffrey Fowler, Minister for Higher Education, is to be asked next week if a dispute over Middlesex at Georgia teacher training

to defer the decision until December but warned that Cleveland might get less money if it wanted to develop its polytechnic without

'Rights' talks break down

Negotiations between local authorities and teachers' leaders over new

to \$500,000, Darlington, which is to survive nearly 60m.

The dispute over the future of the college which opened its eight-year doors after extensive rebuilding of its main bomber and fighter school in 1962, by Sir John G. L. Black, the college principal, said this week that the college's annual income was estimated to have fallen to £120,000.

An additional £3.7m would have been needed if the college was closed and the training developed on other sites.

The history of teacher training centralization in this part of the North-East is complex. In 1975, the Department of Education suggested that the Darlington St. George should merge with Teesside Polytechnic, which is in Middlesbrough, and asked the County Council to start negotiations at once.

Teesside Polytechnic is controlled by the County Council which has a large teacher training college.

It is a

conditions of service seem to have broken down. Last week, the school closed its doors for a week in agreement and it was decided to adjourn further discussions "until circumstances become favourable."

The main points at issue are the maximum number of days teachers should work in a year, the question of school breaks, the number of free periods teachers should have and the teachers' collective responsibility towards their schools.

The teachers organizations want the maximum working year to be 185 days, the local authorities say it should be 200. The teachers are claiming equal rights with the pupils to 10 days' occasional holidays each year, and they want five more days for staff meetings and marking.

The teachers also want a guaranteed number of free periods for all teachers; and they want guaranteed lunch break.

Representatives of the Council and the teachers' unions are

Mr. Black said Mr. Fowler would have its own residential hostels for 450 students; the polytechnic is short of such places.

Mr. Crowther Hunt, then Education Minister, agreed Sir Toby was to be made to understand that he was to be made to sort out his college's future, and in the classroom, the teacher's share in collective responsibility for the life of his school and his voluntary work in school activities.

Mr. Fred Jarvis, general secretary of the National Union of Teachers, said this week that the proposals on teachers' collective responsibilities could lead to deterioration in their conditions of service.

"At the same time, we appreciate that some of the proposals for a 70 per cent increase in teachers' pay would cost them a great deal of money. At present they cannot afford any extra expenditure."

'Rights' talks

break down

The main points at issue are the maximum number of days teachers should work in a year, the question of free lunch breaks, the number of free periods teachers should have and the teachers' collective responsibility towards their schools.

the maximum working year to 185 days while the local authorities say it should be 200. The teachers are claiming equal rights with their pupils to 10 days' occasional holidays each year, and they want five more days for staff meetings.

In addition to their own guaranteed number of free periods for all teachers and they want guaranteed lunch break.

Representatives of the Council Education Authorities and

Demanding that a broad definition of the teacher's job should be written into the contract of service. They want this to cover the time spent by individual teachers in the classroom, the teacher's share of collective responsibility for the learning of the class.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said this week that CLEA proposals on teachers' collective responsibilities could lead to deterioration in their conditions

"At the same time, we appreciate that some of the proposals we put up would cost the authorities money. At present, they cannot afford any extra expenditure."

The report, written by members of the NUT, said that it was "impossible to hand out 'tips for teachers' because individual difficulties can vary so much. And it adds that in any case the vast majority of pupils are 'well behaved'.

The NUT have said that the report to make a third attempt to seek out the cause of the National Association of Schoolmasters. The NAS, who first brought the whole question of discipline out into the open, have organized a number of studies into disruptive behaviour in schools. They have also organized a series of seminars to individualise cases of school vandalism and of assaults on teachers by pupils.

"This is a travesty of the real situation but it has been given some respectability by another teachers' association which I will not name. This association appears to contain more rugged players than all the other teachers' associations and its members seem to be really worried about the physical damage likely to be done them by five-year-old pupils."

Mr Fred Jarvis, general secretary of the NUT, said the report on discipline put the emphasis on prevention of disruptive behaviour rather than on sanctions. He claimed the NUT had taken "the sensible approach" instead of talking about

The NUT also attacked the publicity given to certain incidents in individual schools although they do not actually name the N.A.S. The NUT say it is easy "to make a sensation about an incident of violence in a school but the publicity in no way helps that school cope with its problem."

At a press conference on Tuesday Mr Sam Fisher, a member of the NUT executive and one of the authors of the now report, spoke of the "sensationalized view of school discipline often presented to the public."

He went on: "The impression is given that the only way to

deal with the problem is by using force. It is not the NUT's wish to see the respect of their pupils rather than friendliness.

- A campaign against truancy.
- Full case conferences to be held whenever a pupil is to be suspended.
- Teachers to observe local regulations on caning.

After the press conference Mr Douglas McAvoy, deputy general secretary of the NUT, said although some of the suggestions made were for more teachers, better buildings, more books and more nursery schools, his union did not expect these improvements to be made in the present economic climate. The report had been

SOCIOLOGY

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M MACMILLAN
EDUCATION
Houndmills, Basingstoke, Hampshire

Parliament

L.e.a.s hold up change in transport

The chance of any change in the existing system of school transport was virtually ruled out in the House of Commons on Tuesday by Mr Fred Mulley, Education Secretary, as he faced yet another barrage of questions from MPs on a topic they have been pursuing for months and months.

He explained that the Government were not in a position to make further proposals for changing the existing system because there was no unanimity in local authority circles.

Consultations had been going on with L.e.a.s who had to run the scheme and contribute towards its cost and the fact that none of them wished to make a change was something the Government had to bear in mind.

As for the recommendations in the Hodges report on school transport, it was difficult to see how the Government could go further when L.e.a.s could not agree on a common policy. The views of the local authorities must be taken seriously and that was why at the

moment he was not in a position to ask the House to change the law. Mr David Madel (South Bedfordshire, C) pointed out that bus fares were likely to go up yet again between now and the beginning of the school year in September. Was the minister saying that disagreement was so serious between the L.e.a.s that it was impossible to imagine changes in the school transport rules for the next two years?

Mr Mulley replied that the local authority associations consulted did not want a basic change in the existing arrangements.

What overseas students cost

Mr Richard Wood (Bridlington, C) asked if the Secretary of State for Education and Science would explain the basis of his estimate of the resource costs of educating overseas students in the United Kingdom; and to break down the £170m by type of expenditure incurred and by levels of education or institution.

Mr Gerry Fowler, Minister of State, said that the educational re-

source cost of 60,000 overseas students in the United Kingdom had been estimated at £170m a year at 1974-75 prices. This was made up as shown in the accompanying table.

The students paid some £10m in tuition fees. In addition, it had been estimated that these students would use resources of the order of £60m a year net of import content on their own maintenance.

Institution	Estimated cost of educating overseas students		Total cost	
	1974/75 overseas student cost (provisional)	Annual recurrent capital (rounded)	1974/75 overseas student cost (provisional)	Annual recurrent capital (rounded)
Universities	26,580	2,100	28,680	2,100
Polytechnics	7,700	1,800	9,500	1,800
Other further education	25,200	810	26,010	810
Colleges of education	1,000	500	1,500	500
Totals	60,250	4,500	64,750	4,500

*Average

Questions

Old schools: Asked how many primary schools still in use were built before 1875, Miss Margaret Jackson, Under-Secretary, said it was estimated that more than 7,000 primary schools in England had some or all of their teaching accommodation dating from before 1903, compared with 12,500 such schools in 1962. It was not known how many schools now in use were built before 1875.

Unemployment: Mr Mulley said vacancies were constantly occurring through teachers leaving and the total number in the maintained schools was expected to rise in September by about 3,000. But it was unlikely that the schools would be able to absorb all the teachers seeking posts.

School building: Mr Mulley said L.e.a.s were being informed this week of their final allocations for 1976-77, adjusted to take account of prospective cost movements. He would notify them about allocations for 1977-78 as soon as he could.

Truancy: Asked by Mr Robert McCreagh (Brentwood and Ongar,

C) to introduce legislation requiring L.e.a.s to publish truancy statistics, Miss Jackson said absence statistics were among the topics they were considering as part of their consultations on behavioural problems.

Primary population: Mr Toby Jessel (Twickenham, C) asked the Secretary of State how many children he expected, on the basis of projected birth rate trends, to enter primary schools each year from 1981 to 1986.

Miss Margaret Jackson: "Pupils enter primary schools at varying ages between two and five. Information is collected and projections made of the numbers attending schools but not of those starting school for the first time. On the basis of the latest projection of births published by the Office of Population Censuses and Surveys, the numbers of five-year-olds in England and Wales are projected to be: 1981, 559,000; 1982, 559,000; 1983, 564,000; 1984, 581,000; 1985, 607,000; 1986, 640,000.

I did not hear Sir William Pile's evidence to the Select Committee in which he discussed the value of educational research, but his reported remarks on the lack of practical relevance of much that is undertaken are surely right. Of course, not all research is intended to be or should be of immediate, direct value, and, perhaps, what we lack most of all in education is fundamental analysis of the system.

But concentrating on usefulness, there are two questions that may be asked. What specific investigations need to be undertaken in the near future? What machinery should be brought into existence to generate useful research?

Intentionally, let me emphasise that the research I am discussing is not the sort of data gathering and the provision of statistical information which is immediately important. It is only to reduce the seemingly endless bickering on matters of fact that characterise the education world today, but it is not research.

It is also worth noting that some research which might be thought to be useless for administration at least in the short term could have the merit of clarifying, if not settling, certain questions and that we are helped in that way. My favourite example in this area concerns the significance of size whether it be of class, school, or even L.e.a.

But, returning to direct usefulness, we can only make progress by

considering possible decisions that have to be taken in the next few years. At the national level the biggest choice which was the subject of the Secretary of State's references last week, concerns the extent and nature of provision for 16 to 19-year-olds. Of those whose education has terminated we need to know why; and of those that are continuing we must discover in what ways they differ significantly from the others.

Is it that people are pushed out of education, or are they pulled into something else? For some, presumably, the demand exists, as in more apprenticeships or day release, but in other cases the question is there but no one is taking it up.

Now, my purpose is not to write an outline of a project to be submitted to DES or SERC, but merely to point out a major field for inquiry. I do not mean to go into levels by economic, sociological, and psychological which could be of great practical significance. But the investigations being undertaken and will they be ready in time for the Secretary of State to make decisions?

To choose a quite different topic but one of great significance for long term economic policy, what determines the attitude of first class graduates to manufacturing industry (and for that matter of first class graduates) to the service sector (e.g. banking, insurance, etc.)? Here, too, we may ask ques-

Third of parents are 'failing to make up grants'

It would be difficult to base the parental contribution scale for student grants on net rather than gross income, said Mr Gerry Fowler, Minister of State for Education and Science in the Commons this week.

Mr John Hannam (Exeter, C) had asked if the DES had estimated the cost of phasing out parental contributions to the student grant in conjunction with the abolition of the parental tax allowance on students in full-time higher education.

Mr Fowler said the estimated cost for 1974-75 was about £27m. It would be more now.

Mr Hannam said that about one third of parents were unable or unwilling because of inflation to make up their contribution to the level of the grant.

Mr Fowler said he could see no early prospect of abolishing parental contributions. He had a great deal of sympathy with what Mr Hannam had said but then Opposition MPs, while calling for reductions in public expenditure, were constantly making specific proposals for increasing it.

Mr Kevin McNamara (Kingston-upon-Hull, Central, Labour) said there were many serious anomalies in parental contributions. There was a great deal of hardship for parents whose children were not prepared to meet their full obligations, but there was also hardship for parents who paid of already taxed income.

Nursery numbers still growing

Replying to criticisms by Opposition MPs of the nursery education programme, Mr Mulley said that despite the current economic difficulties and the need to give first priority to children of compulsory school age, nursery education was being provided for a growing proportion of under-fives.

PERSONAL COLUMN

Maurice Peston But what is Chatham House?

One of the main themes of the policy of industry and commerce of economics which need answering before the new industrial strategy really gets going, but, as I said, I do not mean to go into levels by economic, sociological, and psychological which could be of great practical significance. But the investigations being undertaken and will they be ready in time for the Secretary of State to make decisions?

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But, returning to direct usefulness, we can only make progress by

Report by Alan Wood Sorrow and hope over maths standards

Mr Gerry Fowler, Minister of State for Education and Science, has noted with sorrow what the University Grants Committee has said about the teaching of mathematics.

He went on: "We hope more children will keep on with mathematics to a higher level in school and that the average standards of mathematics will improve."

His comments came during questions about whether it was government policy to allow grammar streaming in comprehensive schools. Mr Rhodes Boyson (Havant, North, C) said many parents were concerned about non-ability teaching or all-ability teaching in certain comprehensives, bearing in mind particularly statements about failing standards, including that on mathematics by the UGC last week.

Mr Fowler said this did not alter his view that experiments in mixed ability teaching, like those at Banbury, not least with the lower age ranges in secondary education, had proved a particular success.

Mr John Stonehouse (Walsall, North, Lab) who had raised the issue of grammar streaming in comprehensives, was told by Mr Fowler that, subject to the articles of government, the internal organization of a school was a matter for the professional judgment of the teachers in that school.

Mr Stonehouse said that would be generally welcomed bearing in mind that all that mattered was the welfare and progress of the students. He would like the Minister to ensure that where heads decided there must be a grammar streaming within their comprehensive schools, no ministry or committee would interfere?

Mr Fowler said the present Education Bill did not affect the internal organization of schools. Experiments with mixed ability teaching provided a great deal from which they could learn about future organization, but there would be no attempt to impose any form of internal organization on any school.

Mr Peter Bottomley (Greenwich, Woolwich, West, Lab) asked if that

No assurance on 16-plus exam

Mr David Lane (Cambridge, C) declared that examination proposals by the Schools Council had won serious criticism from a large body of informed educational opinion.

Mr Mulley replied that he had read about these matters in the national press but no such proposals had reached him. It would be injudicious at least to comment on proposals before they were submitted.

Mr Norman St John-Stevas, chief Opposition spokesman on education, said there was widespread concern about the possible harmful effects

of a single exam on standards in schools and in higher education. Would the Secretary of State give an assurance that he would take a decision until he had had further and widespread discussions on the exam?

Mr Mulley said he would give an assurance that he would take no decision before he had studied the proposals. He had no reason to suppose the proposals would come in the same form as they were sent out for consultation. He would want to study them carefully.

mean the Government had no view of banding, setting or streaming in comprehensive schools.

Mr Fowler said: "No. Banding is a question of internal organization. It is a matter which concerns conditions for entry to a school, streaming and setting; the Government have no view."

Mr Martin Flannery (Sheffield, Hillingdon, Lab) said many thought grammar streams in comprehensives were anomalous.

He said: "I am not sure that the Government have a clear view on this. It is a matter which concerns conditions for entry to a school, streaming and setting; the Government have no view."

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Mr Peter Bottomley (Greenwich, Woolwich, West, Lab) asked if that

educational thinking was moving steadily against streaming in comprehensive schools.

Mr Mulley said he accepted that. Mr Mulley, in a written reply, said the Minister of State had recently had discussions about the supply of graduate engineers with some leaders of the engineering profession and the DES were keeping the subject under review. The Advisory Committee on the Supply and Training of Teachers were also looking at how to overcome shortages of mathematics and science teachers in the schools.

Mr Mulley said he would give an assurance that he would take no decision before he had studied the proposals. He had no reason to suppose the proposals would come in the same form as they were sent out for consultation. He would want to study them carefully.

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Please sir, what is a pint?

James Farrer and Philip Venning

The Government's decision not to convert metric measurements in school but leave work in only a partially-metric world

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"We used to keep inch-worms but everything went metric so we converted to centipedes."

have set entirely metricated question papers for about two or three years. They began with mathematics and sciences and extended to crafts and other subjects.

Geography and domestic science are now almost alone in retaining imperial measures. Geography is the metric ordinance survey and the death of the mile, domestic science still depends on imperial weights and measures for fabrics and food.

Otherwise, the boards vary in their few exceptions to the metric rule. Some give imperial measurements in brackets after metric in certain subjects, and may continue this slightly longer than originally planned as a result of the government's delay. (There is still a fair amount of idiosyncrasy about the way in which metric notation continues to be somewhat uncertain). Some boards offer alternative subjects, but find there is now little demand for those.

Most subjects are already converted to metric, and only a few departments have not yet converted. Both industries changed over some time ago.

The Government's delay over the conversion of food, drink and other subjects are already converted to metric, and only a few departments have not yet converted. Both industries changed over some time ago.

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MPs question right to set curriculum

Schools Council chiefs were subjected to cross-questioning by MPs on Monday about the right of teachers to dictate the curricula in their schools.

Sir Alex Smith, chairman of the council, together with Mr V. H. Stevens and Dr L. J. Stroud, the joint secretaries, were giving evidence to a House of Commons sub-committee on education sub-committee inquiring into priorities and decisions making at the Department of Education.

They told the committee it was a "fundamental principle that schools should be allowed to decide their own curriculum."

Miss Foxes, MP for Plymouth, asked the chairman of the sub-committee, asked why the council set such store by the teachers' right to fix the curriculum. She was told it was because teachers were very strongly represented on the council at all levels. Dr Stroud added that this was the council's *raison d'être*. It was the result of a long tradition.

Miss Foxes suggested that traditions sometimes tended to be looked at afresh. Mr Stevens said the teachers' position had been built into the Schools Council's constitution. In response, Miss Foxes asked whether the teachers could be said to have a "vested interest."

Mr Stevens pointed out that the local authorities were also represented on the council, but Miss Foxes was not satisfied.

"It is a bold local authority, is it not," she said, "that seeks to interfere with the teachers' right to decide the curriculum? In theory the right belongs to the authority but in practice it surely belongs to the teachers?"

Mr Stevens said that in one sense teachers were the servants of their local authority so the dichotomy between the two groups was spurious.

"Yes, but what would happen if a local authority ordered their teachers to do something?" Miss Foxes demanded. "If the teachers were servants they'd obey wouldn't they?"

Miss Foxes went on to ask how many teachers were members of the council in their own right as opposed to being union representatives. Sir Alex admitted that all the members on the governing body and the major committees were union representatives but he pointed out that some subject committees included teachers who had not been nominated by their unions.

Miss Foxes told the joint secretaries and Sir Alex that Mr V. H. Stevens, Editor of the TES, had suggested the Schools Council were losing respect. She wanted to know if they thought this was true.

Sir Alex, who has been chairman of the council for only a few months, said he had been "deeply impressed by the work of the council" since taking up his new post.

"I sometimes feel that in the education field there are too many disparagers and too few creators. And as far as the council is concerned it must be remembered that it has only been going for 10 years. It has always been a body that responds to suggestions and in the last few years we have seen an increase in the involvement of outsiders in the council's work," he said.

Miss Foxes asked if the teachers' freedom to use or reject the council's curriculum development project was not a weakness in council eyes. Sir Alex said the schools' right to accept or reject the council's work was mainly a strength because it showed the democracy of the system.

"But it is not true that there are some schools which fall below acceptable standards?" Miss Foxes asked.

Sir Alex agreed: "But the same thing happens in industry, in dictators and in centralized educational systems. There is always some group which falls below normally acceptable standards," he said.

In reply to further questions Sir Alex said that between 80 and 90 per cent of the work done by the council since it was set up had "lived up to expectations."

Tools of the trade



Obvious isn't it? But how many schools have the books they need? When a local authority cuts capitation the damage done is disproportionate to the amount of money saved. Books are still the basic tools of learning and teaching. Make sure your schools, its teachers and its children have what they need.

The Government hope that many local authorities and colleges will run unofficial experiments to provide vocational preparation courses alongside their own 10 pilot projects.

In spite of Mr Fred Mulley's remarks at the Department of Education and Science's "Getting Ready for Work" conference last week, the pilot schemes have not yet been formally announced.

A White Paper which was to have been published before the conference, was delayed. This left delegates confused about whether the DES plans were separate from the Training Services Agency's proposals for Gateway courses.

The White Paper is expected to confirm that they are one and the same, and that the 10 projects will be jointly supervised by DES and TSA.

How the 10 project centres will be chosen is still secret. The DES hope that many more than 10 local authorities will be interested and that the others will be willing to run "associated projects" sending their findings to the central DES/TSA unit. Existing schemes may be eligible provided they are prepared to try new ground.

The overall philosophy is to get the courses going and working, as well as the more opaque details—such as who should pay for the students—as they go along.

When a few courses have been running the DES/TSA unit hope to have a clearer idea of the type of teacher needed, and plan to run crash training courses, possibly in several colleges of education with spare places.

schools need books

Report by Jane Feinmann

bilingual policy of the authority, said Miss Nicholson, but the object to the way it is being carried out. "It does seem to give the advantage to a minority of children and there is no justification for it on paper as a proper use of forces."

● Mr Ceredig Davies, a senior education officer of Gwynedd I.C.A. later said Welsh-speaking schools were being set up because of pressure from Welsh-speaking parents.

The go-ahead is being awaited from Mr John Morris, the Secretary of State for Wales—a political decision which will be because of the Welsh Nationalists. But Gwynedd I.C.A. are confident they will open the bilingual school in 1977.



Mr. Whitestone went on to say there were some people in CASE who thought their work was done now that the Education Bill was before Parliament. Anyone who thought that, surely had their illusions shattered by the publication of the Government's White Paper on public expenditure. Perhaps even more worrying than the centrally ordered cuts is the manner in which some L.O.s are using their own exchequer to limit back education expenditure, to the level which seriously endangers the existence of an educational service at anything like an adequate level.

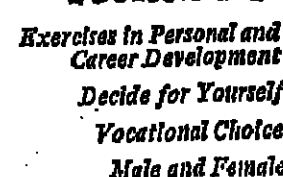
The CCE said they did not know exactly how many authorities were still paying fees at independent schools, but using the above figures an approximate answer would be 77 out of a total of 105 English and Welsh I.e.s.s. (The TES was not forthcoming in surveying over a year ago showed the 75 I.e.s.s. were still taking up places at independent and direct grant schools).

"The financial crisis facing both central and local governments has resulted in many cuts in services and provision for maintenance and schooling. CCE believe that the spent on independent school places buying should come under the same scrutiny as other forms of education."

The number of children committed to the state for delinquent or indeterminate offenses, it says, rose from 112,000 in 1970 to 184,000 in 1974. About 50,000 children are taken into care each year. Concentration on special and secure places in community homes means that there will not be much room for growth in the number of ordinary places.

Other approaches, which allow children to be treated or supervised in the community, should be

Subject Scope
Your Choice at 14+
Your Choice at 16+
Your Choice at 17+



Michael Smith and Peter March
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entirely new starting point for sixth
formers to think about the various
options open to them.

Whilst at the BBC and latterly as a Careers Officer, the author, Florence Jackson, corresponded with several hundred students, post-graduates and young employees. From them she got assessments of the choices they had made and advice which they wanted to pass on to others now facing the same choices.

CRAC's latest set of *Degree Course Guides* are just going to press. Subject by subject, the *Guides* analyse the emphasis and compare the content of the whole range of degree-level courses offered in the UK.

Pre-press orders are considerably cheaper and orders placed simultaneously for CRAC's best-selling *Directory of Further Education* save as much as £14.

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BIG PRIZES -- *First prize* (soloist's entry) £100; 6 runners up £15 PLUS £50 worth of GRAC publications or materials. *First prize* (individual's entry) £25; 6 runners up £10.

THE TIMES
EDUCATIONAL SUPPLEMENT

Members of the Campaign for the Advancement of State Education are to consider further, later in the year, proposals to establish a mandatory parents' charter. This was decided at a CASE conference in Southampton at the weekend.

The charter would give parents the right of access to all records, files and letters of reference on their children, and a legal right to set up a parents' association or a parent-teacher association. It would also give parents a third of the seats on governing bodies.

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THE TIMES EDUCATIONAL SUPPLEMENT

Welsh tradition blamed for high rate of truancy

by Mark Vaughan

Blame for the high rate of truancy in Welsh schools has been placed by the Welsh Joint Education Committee on the "traditional" tendency of Welsh teachers to be more concerned for their pupils.

This "greater concern" (among teachers) for education in Wales than in England may now have turned sour for the less able pupils, they say.

The committee were commenting on the Welsh Education Office report on absenteeism which was published last year. The report was an extract from the national truancy survey in secondary schools which was taken on a day in January, 1974, by the Department of Education and Science. This found that 4.1 per cent of all Welsh school pupils were unjustifiably absent on that day compared with 2.1 per cent of all boys and girls in England.

The WJEC said last week: "It is accepted that there is a greater concern for education in Wales than in England, but we suspect that this proper regard has been canalized too closely in the direction of providing the best opportunities for the able children. As well as their main function as an examination board, the WJEC are also the Welsh voice for education. They speak for all eight I.E.A.s.

"We suspect that curriculum development in England is more progressive than in Wales and that the concern of English teachers for providing the best possible education for their pupils is spread more evenly over the whole ability range than it is in Wales."

This is given as an explanation of why English schools, particularly where the less able children are concerned, "offer more attractive courses to their pupils".

The WJEC accusation brought a sharp reaction from the Welsh NUT. Mr Hywel Vaughan, the regional official, criticized the committee for failing to produce a more authoritative report or more constructive criticisms following the truancy survey.

"One reason why the WJEC document is so pathetic is that it doesn't even mention the I.E.A.s or capitation allowances and the dreadful record Wales has had on staffing levels. In the secondary schools the poor staffing ratios make it much more difficult to provide a variety of courses to meet the needs of all children."

No single factor could be blamed for the much higher truancy absenteeism in Welsh schools. "The WJEC's comments amount to saying that Welsh teachers are too 'green' school based in their approach, and I think this must be brought into question since Wales is now 85 per cent comprehensive. Certainly one factor is that the children are aware that CSE has a lower status than GCE and, therefore, we find a higher rate in the CSE than in the GCE forms."

Mr D. Andrew Davies, secretary of the WJEC, said: "We are not knocking the teachers. We are saying it is something to do with the whole attitude of education in Wales since 1870. That attitude has been to get children to improve themselves, to get off the poor farms, out of the pits and out of the country into jobs in England."

City to study hardcore absenteeism

An advisory group, which will include representatives from all professional bodies concerned with education and welfare, is to be set up in Birmingham to investigate truancy among the city's 200,000 school children. This was decided last week at a special conference organized by the city's education department.

Primary and secondary school teachers, schools counsellors, home-school liaison teachers, welfare and probation officers, social workers, magistrates, and the police were represented.

"The conference was called not because truancy is getting appreciably worse, but because we regard it as a serious and continuing problem," said a spokesman for Birmingham education department.

About 800 or 900 children, it is estimated, play truant from the

city's school in any one day. This includes children who are absent with the knowledge or connivance of parents. Working mothers may keep older children at home to look after younger brothers or sisters who are ill.

"The conference discussed ways in which it could be got across to parents that their help and support was needed in getting children to come to school. But this is a very difficult problem to get round," said the spokesman.

One solution, it was suggested, might be to take legal action more quickly, particularly in the case of hard-core offenders.

The conference was unanimous about the urgent need for much greater liaison between all agencies concerned with children. "Sometimes communication between the professionals is so slow that

Teachers in England never been under the same pressures to get children to exams and into jobs. The Welsh has always been an attitude of teachers, and still is."

The WJEC and NUT also disagreed on the Welsh Education Office's comments on school dance in rural areas and the dance of pupils over considerable times from their homes. WJEC said: "The increasing ability of public transport is becoming an important factor in casual absenteeism."

But in their comments on the report, the NUT the highest figures did not come from the rural parts of Wales from the densely populated industrialized old counties of Glamorgan and Monmouth.

Since the introduction of a new school attendance figures of children in school had remained constant around 90 per cent. "Less than 10 per cent of the school population are engaged in research on truancy. Those who have been aware of the difficulties of obtaining fully representative national statistics on truancy rates because most studies have been restricted to local areas or special groups of children."

The union also complained of existing research concentrating much on family background, economic grouping and children's ability, personality, educational failure. Too research had failed to examine the institution from which the child came, the play truant and in which she failed.

Children who could benefit in being dealt with quickly through the use of a detention head from a Birmingham comprehensive school afterwards. Schools frequently find themselves in a conflict. "Very often when a child plays truant there is an underlying personal problem. But because the good of the school as a whole has to come first, the children cannot be treated as individuals and helped to overcome their problems. Situations such as those underlie the vital importance of schools counsellors and liaison teachers."

Police delegates were concerned that children were being caught in the city during school hours. There was too little evidence, they said, to ignore the fact that there was a correlation between truancy and delinquency.

Headmasters' Association

by Philip Venning



Mrs Mary Warnock

Special schools for the handicapped and maladjusted will have to remain separate from normal schools, Mrs Mary Warnock, chairwoman of the Handmasters' Association conference last week.

Emphasizing that she was speaking in a personal capacity, she said that most of the evidence to her committee assumed that the total integration of handicapped children into normal schools should be a long-term goal, though everyone had reservations about the severely disadvantaged. What they usually meant was an enormous campus, with handicapped children in their own school alongside normal schools.

But this would not necessarily reduce the feeling of isolation of both pupils and teachers. It was easy to feel a despised member of a large community. It was no good pretending that special schools did

Warnock queries integration

There was an increasing recognition that psychotherapy could help a withdrawn maladjusted child. But it was little use for aggressive maladjusted children over the age of 10. The only thing to do with them was give them traditional education, order and discipline. Treated in this way the children might learn that to get on they would have to change of their behaviour.

Education would not supply a cure but it would provide a tool which these children had to have if they were to get back to normal life. "It is a heartless travesty of their duty for teachers to deprive maladjusted children of the use of this tool in the name of theories about the need for understanding."

What these children needed was to be taught—even trained. It was far more important to make sure that these children turned up for lessons and did the work they were set than to concentrate on understanding the cause of their condition.

Now is the time for all scientists...

Mr Fred Mulley, the Education Secretary, appealed to heads at the conference to send 10 per cent more sixth-formers to university to read mathematics and science this year. They would then be graduating at a time when the economy was likely to be picking up and industry would need more qualified people.

The reluctance of students to go into manufacturing industry was causing concern. "Unless we do raise a much higher standard of entry into industry we will not solve our economic problems or get the public resources on which our education depends. We can only get this if there is a complete change of attitude."

In the past, many able people went into industry because there was nowhere else to go. But their children now went on to higher education. Unless more graduates considered going into industry the country would face an enormous difficulties in 10 to 15 years' time.

On a recent visit to Warwick

University, not one of the students he spoke to was thinking of industry as a career. He blamed industry for not offering sufficiently attractive salaries. They only got what they were prepared to pay for.

One headmaster said his younger pupils had been turned against industry by the graduate unemployment in the early 1970s. Industry should even out its recruitment.

Mr Mulley agreed that industry should become more involved in schools. But it was also hard to get economic realities over to teachers who lived a sheltered life. Industry's recruitment, for example, depended on the ups and downs of the economy.

Mr Donald Frith, head of Archbishop Holgate's School, York, said he had recently asked some of his pupils about their attitude to a career in industry. One boy said his father worked in manufacturing industry and thought his son, with more education, ought to do better. Asked about closer links between

education and training departments, Mr Mulley said it was no good waiting for an ideal structure. The needs of school leavers going into jobs were urgent. The DES did not have the ability to pay a particular amount to a college to lay on courses. But the Training Services Agency could. It would be difficult to consider changing this until the recommendations of the Layfield Committee on local government finance were known.

Mr Mulley went on to criticize the EEC for making it difficult for the Government to consult educational interests before meetings on European education policies. It often happened that DES officials arrived in Brussels to find the agenda for ministerial meetings had changed and important texts became unavailable. They had to make a last-minute dash to get the documents. For this reason the Government would never accept commitments at once; they would always consult teachers and other interests after the meetings.

Freedom fight starts young

—BBC chief

Schools should give their pupils a sense of history and a critical understanding of English to help prevent Britain from lurching suddenly to a more authoritarian style of government, Sir Michael Swann, chairman of the BBC said in the conference.

He said there had been intense public reaction to Alexander Solzhenitsyn's recent interview on *Panorama*. Solzhenitsyn was not the only outside observer to predict sudden trouble for us. Plenty of commentators in the western world had reflected on the extremity of our social and economic difficulties.

Although Sir Michael remained an optimist, he was not prepared to say, "If the tensions in society were to become more acute, that a sudden lurch to an altogether more authoritarian style of government would be out of the question." Only the next stages of the fight against inflation would tell.

For so powerful is their concern for order and stability, that societies will go to almost any length in sacrificing freedom to achieve that end—even if they come later and too late to regret their decision."

However unlikely people thought these gloomy predictions were, it would be wise for educators and broadcasters to do what they could to preserve and fortify the concept of freedom.

"I believe everyone should have some idea of how society has progressed, of how freedom has grown, and how the quality and quantity of life have expanded. And they should have some idea of how other countries have taken the totalitarian road, and of what this means to their citizens."

It was even more important that pupils should have a critical understanding of English. "Language is after all the means by which every society operates. It is especially manipulated to all sorts of undesirable ends, and if one stops to think what people actually mean when they use words in political contexts, one is inoculated against many of the political lulls."

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Ready, steady... Girls from St Bartholomew's School, Newbury, Berkshire, trying the assault course at the Cadet Training Centre, Frimley Park, Surrey. Girls are now allowed in the Combined Cadet Force.

Nobody quite knows why the site at Hader in the Afar triangle should have lent itself so well to the preservation of these unusual fossils—it is tempting to think that the creatures whose bones are now being uncovered were overwhelmed and then preserved by volcanic crust in much the same way as the remains of many citizens of Pompeii were preserved by the eruption of Vesuvius. But, for the consequences is that almost for the first time it will be possible for paleoanthropologists such as

the "Aster" exploration that the "creatures living there" were "in some way related to the heavy-boned form of the australopithecines known as *Australopithecus africanus*." So the "creatures" were certainly to raise in people's minds important questions about the process by means of which human beings have come to be what they are. By now there is a lot of evidence, from the study of African fossils, that different forms of hominids were living at the same time and at roughly the same times.

Delegates claimed that the facilities of many universities and poly-

It could be quite illuminating.

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Five years old — and racially prejudiced

by Jane Headley

By the time children are five years old, they have begun to develop racial attitudes, Dr David Milner, author of *Children and Race*, told Birmingham teachers last week.

Dr Milner, who was speaking at an exhibition of books and teaching materials for education in a multi-cultural society at the City of Birmingham College of Education, outlined the results of two research projects.

The first, undertaken from 1969-70 among 400 five to eight-year-olds, sought to discover whether black and white British children were developing racial attitudes. The children were given dolls representing various racial groups and asked which they most favoured? Which looked most like them? Which would they most like to be?

More than 70 per cent of the white children favoured the white doll and rejected the West Indian and Asian figures. Reactions among West Indian and Asian children were remarkably similar, indicating a dramatic rejection of their own groups.

This was further emphasized when 48 per cent of the West Indian children and 24 per cent of the Asians said the white doll looked most like them; and 82 per cent of the West Indian and 65 per cent of the Asians wanted to be like the white doll. All the white children tested identified with the white doll.

"While there is no way of judging what the long term effects of this identity conflict might be, the results were not particularly surprising. The black children were obviously finding it extremely hard to live in a climate of racial prejudice and this had led to an unwillingness to identify with their own groups."

The second study, which ran from 1973-74, was an attempt to influence children's racial attitudes through educational strategies, such as the use of black teachers and multi-racial books. "We felt that the absence of black personnel on the whole in British schools denied black children models with which they could identify."

At the outset 300 five to eight-year-olds were tested. Thirty per cent of the West Indians said they looked like the white doll and 78 per cent wanted to be the white doll. For the Asian children the figures were 31 per cent and 80 per cent respectively.

However, after a year's exposure to black teachers and multi-cultural materials, only 10 per cent of both West Indians and Asians identified with the white doll and only 24 per cent of West Indians and 28 per cent of Asians wanted to be white. There was less rejection of black and brown figures by white children.

The fact that racial attitudes are formed so early in life places a great deal of responsibility on parents and teachers, said Dr Milner. "I do not say parents deliberately teach prejudice, but if they are at all prejudiced it becomes known to the child at a very young age."

Racial attitudes may not always be obvious in the classroom. There is frequently a distinction between what children may feel and what is necessarily manifest.

In 10 years' time, as the racial climate changes, the results of these projects could become meaningless. "Seeing this exhibition it hardly seems credible that only three years ago it was not easy to find suitable books and materials for multi-racial teaching."



Cleaning up the beach (left) is one project for young people like these on job creation programmes. But the whole £70m government initiative to find temporary work for school leavers is just a cynical piece of window dressing, writes GAVIN KENNEDY

Alibi for unemployment?

The Job Creation Programme was introduced by the Government last September with a budget of £30m (since raised to £70m) and its main objective is to provide temporary employment for young people, particularly school leavers. In the past six months the JCP has been providing them with facilities. The people presumably consider the JCP as a threat to their own jobs.

The JCP intend that the work carried out by the young people should be socially useful. This is in many cases a euphemism for work that nobody else considers worthwhile and permanent staff to. In confining itself to work that is not a threat to the currently employed, the sponsors have to think up in-

industry and commerce in the wake of the boom. The result was scarcity wages, excess demand, capacity and the usual resources, industry and government to imports to overcome shortages.

A massive programme of industrial training at all levels, not in apprenticeships but in technical, commercial, clerical and service trades would be of more lasting benefit to the economy and the young people concerned. If the JCP was more than a palliative it would be doing something on this scale and as the minuscule programme of a so-called socially useful project it is stuck with at the moment.

The area teams set up by the JCP have got several projects off the ground. These are funded on the basis that the JCP pays for all labour costs plus a further 10 per cent of the total wage bill, materials, equipment and administration. Any costs above this 10 per cent have to be found by the sponsoring organization. Local authorities could use their own officers to organize the projects to the JCP in the top administration.

The school has just completed its metamorphosis from Victorian building to new redbrick, low-rise class and residential units. It was business as usual as the old building was demolished, section by section, and the new ones grew around it. This took three years and cost £1m-80 per cent of which was paid by the Department of Education and Science, the rest by the school. (An appeal has raised £2,000 so far and the fund is still open.)

In the original plan the architects intended to keep the clock tower, a town landmark and, at one time, a mother for alighting. Unfortunately, the estimate of £6,000 grew to £20,000 and the school felt it could not justify the extra expense. "It broke my heart when they demolished it," said Mr Tom Purcell, the head, who has been there for 20 years. He is retiring at Easter, but will see the formal opening of the new buildings by their patron, the Queen Mother, today.

The school takes 200 children aged between three and 16, mostly from London and the south-east, and a few from overseas, most of whom are handicapped. At present there are 183 pupils, 61 with additional handicaps.

In £227 for boarders and £2,613 for the multiply handicapped, fees are high, because of the staff: pupil ratio of 1:1. Most are paid for by local authorities. Pupils come from a wide cross-section of social backgrounds and races.

The Royal School was founded in 1972 as the Asylum for Deaf and Blind Children in the Old Kent Road in South-East London. It moved to Margate in the early 1970s to enjoy "the health giving properties of the air".

"Although 'dumb' has long been dropped from its name, and special education has become the ill-informed and insensitive who still use the term 'dumb and deaf', it is still difficult to get across that deaf child is not necessarily dumb. In some schools there has been a tendency to go to the other extreme and concentrate on oral methods of teaching and communication, with little regard for sign language."

Mr Purcell says forbidding children to sign is the cause of 90 per cent of maladjustment. "I got children coming here who have no means of communication whatsoever. When they realize they are allowed to sign it is like releasing them from prison."

Oral methods of teaching are used in the classroom, along with the whole gamut of audio-visual aids. Any means of communication is allowed outside formal lessons. The Elliott wing for the multiple-handicapped children, all methods are allowed.

The head also criticizes partially-hearing units in secondary schools. Too many severely deaf children had been wrongly placed in them and he has to make up for lost time when they come to his school.

"The aim of teaching deaf children is to supply them with a good knowledge and writing as opposed to reading a few words which no one can understand." In other words, the emphasis must be on language, not speech.

As deaf children cannot pick up vocabulary in the same way as a hearing child, they must be taught every word. (The photographer asked a boy to move closer to the video camera he was using so he would fit him into a rather complicated picture. It was only when his teacher asked him to move nearer to the camera that he understood. To most hearing people, the two words would be interchangeable.)

Lip-reading is an essential skill which the children learn as soon as possible. In the nursery class they are shown objects and pictures, the teacher repeats their names, the child imitates the teacher, the word is written down. Eventually, the child can recognize the word on the teachers' lips without seeing the object.

"Words about our birthday treat on February 24, 1976," was one list on the wall of the senior class room in the primary section. It included ticket, porter, journey, hiccawrow and telegraph. A picture dictionary wallchart made a handy reference, as did a punctuation chart.

In all the classrooms there is a loop induction system under the floor which amplifies the sound through the hearing aids which all the children wear. This allows teacher and pupils to move freely.

Apart from acquiring language, older pupils do typing, woodwork or domestic science. A few more academic children can take a scholarship examination to the Mary Hare Grammar School or Burwood Park Technical School. One pupil is studying geography at Reading University.

Some people will never hear the notes of Concorde even if it flies over their heads because their level of residual hearing is beyond the decibels that elegant monster makes.

At the Royal School for Deaf Children, Margate, they are proud of their mobile hearing aid units which reach 135 decibels. Even with this sophisticated equipment some of the children hear a normal conversation but they can often become aware of sound for the first time, and so acquire a sense of the rhythm of speech.

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In £227

Mike Duckenfield reports on Sweden's biggest reform of comprehensive education in a decade

Strong work/study links to be emphasized

After a year and a half of intensive debate among parents, teachers and educationists, a Bill containing many, but not all, of the highly controversial government commission proposals to reform the internal work of schools has been presented to Parliament by Mr Lena Hjelm-Wall, Schools Minister.

Based on the 1974 SIA (Schools Improvement) report, drafted by the four-year commission headed by Mr Jonas Örring, director-general of the National School Board, the Bill seeks to introduce an integrated school day (samordnad skoldag) with a wide range of non-teaching activities and to forge stronger links between schools and society, particularly working-life. The overall aim is to make schools more "socially responsible".

Even though one of the most contentious of the original proposals, that to abolish classes as the basic teaching unit in favour of work units of between 40 and 120 pupils, has been dropped following strong opposition from the teaching unions, and implementation of the new school-day is now to be made voluntary for local authorities, the Bill still constitutes the biggest single reform of comprehensive education since it was introduced here more than a decade ago.

The cost of the changes over the next three years, during which they will be gradually implemented, is estimated at 268m Skr (£30.6m) at present prices.

This would be divided between 55m Skr in the year beginning this July, 68m Skr in 1977/78 and 145m Skr in 1978/79—the first year in which all the new proposals would be in force.

There are eight main points in the Bill:

1. Work methods. Classes should be retained as the basic unit for most tuition and membership ought to remain as unchanged as possible throughout the nine-year progression of school from the starting age of seven.

2. The composition of classes should be comprehensive, providing a balanced mixture of pupil abilities and social backgrounds. There should also be more individual instruction with teaching materials varying from pupil to pupil where possible and closer co-operation between comprehensive and the pre-school sector of nursery education and play schools.

3. The curriculum. No definite proposals are contained in the Bill, but the National School Board have been instructed to examine optional subjects for 13 to 16 year-olds with a view to cutting them and the possibility of shortening the tuition timetable for 10 to 13 year-olds by two or three hours a week. A supplementary Bill will be presented next year following the board's report.

4. The integrated school-day. This should give schools the possibility of taking an increased responsibility for "the whole personality development" of children and youngsters by catering for pupils for a longer period during the day and building up closer contacts with the community.

5. The compulsory school-day, made up of "fixed" activities—essentially tuition—and "free" activities, which pupils can decide whether to participate in or not, would remain about as long as at present. In the first two years (seven to nine-year-olds) it should be no longer than five hours a day and for other age groups it would vary between six and eight hours.

6. The "free" activities would include class council meetings, discussions with the "class manager", working in pupils' organizations, special studies and free-choice work, which up to now has been limited to the over-12s.

To finance the extra activities, local education authorities would be able to use 200m Skr of the new supplementary "strengthening" subsidy provided in the reformed funding system.

In addition, there would be 65m Skr made available to those L.E.A.s deciding to implement the complete integrated school-day.

General recreational activities. These "voluntary" activities would be organized mainly by community associations under the oversight of the L.E.A. before and after compulsory school hours as the direct element in the integrated school-day. Existing subsidies to youth organizations catering for 12 to 24-year-olds would be extended so that they could run activities for seven to 11-year-olds.

School and work. The Bill says that it is essential that contacts between school and working life take on a permanent and more effective form. To achieve this local planning councils are to be established in every county and L.E.A. area from July next year.

The councils would include representatives from schools, labour employment agencies, employers and trade unions. They would assist in offering tuition on employment and careers, including planning aspects of the Fryo scheme under which senior pupils work full-time for a period during their final year as part of their studies. The Bill also states that the unions have a "special duty" to assist in schools.

A new form of careers guidance which would follow up the progress of school-leavers not continuing with further studies would be extended to all L.E.A. areas following successful trials in 50 areas during the last year. Funds for this would be almost doubled and youngsters guaranteed either work or further study.

New subsidies. From 1978-79 a new system of State funding will apply. Basic resources calculated on the number of pupils in a school would be supplemented by "strengthening" resources according to the number of pupils in a L.E.A. area.

This second subsidy would amount to one-quarter of the total State bill for the comprehensive, with 80 per cent earmarked for curriculum tuition—particularly for those with special difficulties—and the remainder going on the "free" activities.

Decision-making. It is vital that pupils take part in the planning and follow-through of education, says the Bill, and it proposes that class councils in which all pupils would take part to decide issues relating to their own classwork should become compulsory for all age-groups from 1977-78.

However, the original proposal for school management committees comprising of parents, teachers, non-teaching staff (plus pupils in the upper school) with the headmaster as chairman has been temporarily shelved until the current commission on local government democracy reports next year.

The committees were strongly opposed by the teaching profession and would have had the power to decide virtually all matters at present resting with the headmasters.

Continued education. The widespread re-training of headmasters and senior deputy advisers should begin in July, and colleges and teachers' next year, says the Bill. The aim would be to make it easier for heads to work in teams and for teachers to get the chance to do development work on new school teaching and organization methods.

The Bill is scheduled to become law before the Parliamentary summer recess in June.

West Germany

Union presses for new deal for migrants

by David Dungworth

Specialized training for all staff engaged in teaching German to immigrant children has been called for by the largest West German teachers' trade union, the Gewerkschaft Erziehung und Wissenschaft (GEW).

Its proposals are contained in an open letter addressed to the relevant Federal and Land ministries and to Parliamentary committees, local authorities, churches and private organizations concerned with the welfare of foreign workers.

The document has also been sent to international bodies such as the Council of Europe in Strasbourg, the Organization for Economic Co-operation and Development and Unesco in Paris and the International Bureau of Education in Geneva.

Despite curbs on the recruitment of guest workers (Gastarbeiter), the number of foreign children has risen considerably during the past two years and has now reached about one million.

Owing to the higher birth rate among immigrants—the children born in 1974 nearly one in six had foreign parents—their numbers are increasing by over 100,000 each year.

In addition, the fact that larger family allowances are paid for children resident in the Federal Republic than for those living abroad has encouraged many guest workers to have their families join them.

As the Gastarbeiter tend to be housed mainly in the poorer districts of industrial cities, some primary school classes in these areas already contain almost as many foreign children as Germans. In

terms of educational achievement, therefore, the immigrants are by far the most handicapped section of the school population.

Only a tiny proportion of them attend intermediate or grammar schools and 68 per cent failed to obtain even a secondary modern school leaving certificate, compared with slightly under 25 per cent of German children.

At the root of their difficulties lies their inability to speak and write German fluently. Most local authorities provide special tuition in one form or another but their efforts are frequently hampered by too little class time, groups which are too large and too diverse and a shortage of suitable teaching material.

The GEW argues that a real improvement can be achieved only through a series of coordinated measures planned and executed for the country as a whole and not, as at present, based on the differing concepts of schooling for foreign pupils held by the different Land ministries of education.

Initially more chairs of German as a foreign language are needed in the higher education system, says the union. Courses should be made available to university students reading German who wish subsequently to teach language to foreign children. Further opportunities should be provided for training college graduates in German language and culture.

But the union's main recommendation is already in service, namely a basic full-time course for all foreign children aged between 10 and 17 who are entering the school system for the first time. This would be followed by seminars held at monthly intervals.

Two specific proposals are forwarded with regard to the development of long-term strategies designed to take into account the bilingual situation of immigrant children. The first is the setting up of comprehensive schools for pupils of several nationalities, drawing experience gained from European schools. The second, which the GEW supports particularly for reasons of international cooperation, is the use of bilingual teachers, either of German or foreign nationality.

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France

Universities protest at plans for job-oriented degrees

from William Farr

PARIS

Nationwide student demonstrations for the past weeks against the reform of second-cycle university courses (DES January 30) have now virtually stopped during the two-week spring holiday.

Controversy and opposition centres on the interpretation and implementation of Article 1 of the second-cycle decree which for the first time defines the purpose of the cycle's courses as being "the provision of knowledge and high level scientific training and the preparation of students for working life and professional responsibilities".

Within this definition the 76 universities are required to review their present courses and to submit to the Government by December 1 details of courses leading to a Bachelor's degree in one year or a Master's degree in two years that they propose to offer students as from 1977.

The Secretary of State will decide which of the proposed degrees shall be recognized as national degrees. Technical study groups will be set up, not less than half of whose members will be university people and not less than a third representatives, employers and trade unionists from the main economic, social and cultural activities of the country.

The study groups are to cover the following professional areas: law and administration; commerce, finance and economics; social sciences; documentation, information and languages; culture, arts and leisure; civil engineering, development and ecology; biological and agricultural sciences; earth sciences; physical sciences; mechanical engineering; computer science and systems and telecommunications.

Norway

American-visits scheme gets under way

First scholarships from the Norwegian Emigration Fund to American students and institutions wishing to visit Norway to study relations between the two countries

of Foreign Affairs this year. The fund was launched with a 1m Nkr (\$185,000) gift by the Norwegian Parliament last year to commemorate the one hundred and fiftieth anniversary of Norwegian emigration to the United States.



United States

Survey shows girls' fitness has improved since 1966

Michael Binyon

WASHINGTON

Girls are just as fit as boys, says a survey by the Department of Health, Education and Welfare last week.

The main findings of the survey by the University of Illinois were based on a sample of 100 boys and girls out of the 100 million aged between 10 and 17 who took the youth fitness test devised by the American Alliance for Health, Physical Education and Recreation.

The test consists of pull-ups for boys and flexed-arm hanging for girls, and a 100-yard sprint to measure speed and strength, sit-ups to measure abdominal strength, standard 100-yard sprint to measure leg speed, a 100-yard shuttle run to measure agility, and a 600-yard run to measure endurance.

Similar tests were given in 1966 and 1967. There were significant gains between 1966 and 1967 in all the tests. Between 1966 and 1967 there was a general level of improvement in all the tests.

The 1975 girls' scores showed only minor significant gains and one loss.

Republic of Ireland

Parent body to fight against State control

from our correspondent

DUBLIN

Members of parents' organizations throughout the Republic of Ireland met last week to set up a new national body dedicated to the protection and preservation of separate denominational education for Irish Catholics.

In a country in which virtually all the primary schools, and two-thirds of the post-primary schools, are denominationally controlled, such a move gives evidence of an unexpected sense of insecurity about the future of denominational education.

It is the second organization of its kind to be created. The first, the National Federation of Christian Brothers Schools Parents' Councils, was established last year. Its policy is broadly similar to that of the new body, though relations between the two organizations remain to be decided. The Christian Brothers' schools are for boys only, and it is possible that the new organization may represent an attempt to enlist broader support for the same objectives.

Mr Blake also made it clear that the organization, which represents about 100 schools, was specifically Catholic.

The new movement is probably at least in part a response to a small but growing campaign for schools' fully democratic control—the latest in a series of moves for which the Dublin suburb of Fingrave last week, where some 45 per cent of the population is Catholic, was the scene of a school without any clerical representation on its management.

This movement has been endorsed with some hesitation by the Government, which has been wary in the country currently in opposition, and by the Labour Party, the majority of the two parties currently making up the Coalition Government.

About one-third of all post-primary schools are, as it happens, already democratically controlled by committees established by their respective local authorities, and their parents are, of course, over-represented on the committees. The Government's reluctance to endorse the movement is the result of the arguments of the Catholic Church in education, which is dependent on the State for its maintenance.

Dr George Smith, general secretary of the Australian Teachers' Federation, said that he believed the review was "just a straight attack on the Commission" by the Australian Council of State School Organisations, said that he was apprehensive but not surprised by these developments by the Government.

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Italy

Absent staff cost £84m

from Dalbert Hallenstein

BOLOGNA

Teacher absenteeism is beginning to reach alarming levels in Italian schools according to a report by the Institute for Social Investment Studies (Censis).

It is estimated that 10 per cent of nursery and elementary teachers are absent every day, while in the middle schools the average daily rate is 7 per cent and in the secondary schools 5 per cent.

This means that the average teacher is absent for 26 days a year in the nursery and elementary schools, for 18 days in the middle schools, and for 10 days in the secondary schools.

The Censis report calculates that the total number of teaching days lost annually is 7,653,000, and that this costs the State at least 122 billion lire (£84 million) in supply teacher salaries.

Although more than half the days are officially lost because of illness, 1,961,000 days were granted for pregnancy and post-pregnancy leave. The report suggests that a significant number of days off school, with the official excuse of illness, were in fact used by female teachers to look after their families.

South Africa

Catholic Church plans open-to-all schools

from Louis Hotz

JOHANNESBURG

In what appears to be a direct challenge to the Government's educational apartheid policy the Roman Catholic Church of South Africa is planning to integrate its schools and to throw their doors open to all races.

The church has 116 primary and 76 secondary schools throughout the country and all of these would be affected. Between them they have some 33,000 white pupils.

The legal implications of the proposal present formidable problems. To enable Africans to attend it would be necessary to overcome, first of all, the obstacle of the Bantu Education Act, based on the principle of total educational segregation.

There are also the restrictions imposed by the Urban Areas Act, which regulates the residential conditions and movements of Africans, as well as the far-reaching and in many ways ill-defined limitations of the Group Areas Act. These limitations also to a large extent affect the coloured people and the Indians.

Reacting to the Church's announcement, Mr M. G. Botha, Minister of Bantu Education, said that it was not the intention of the Government to change its education policy or its application in respect of the different population groups or to consider such a change.

Despite the Minister's summary rejection of the proposal, the Church has indicated that it will go ahead with its plans. Father Dominic Scholten, general secretary of the Catholic Bishops' Conference, said in Johannesburg that there were "other voices in Parliament" besides the Minister's.

These, he added, had taken a "different view of things". The next step, said Father Scholten, would be for the Church to introduce a pilot scheme for the integration of the schools.

Spokesman of the Anglican Church, which in the past has failed in attempts to open the doors of some of its schools to all races—largely because of objections from its own ranks—have expressed sympathy with the efforts of the Catholics.



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APRIL 1976

24

The Inner London Education Authority are backing units for disruptive children both ways, inside and outside the schools. Since 1972, they have opened an educational guidance centre in each of their 10 divisions in response to pressure from teachers. Last year they voted £25,000 to help schools open their

own alternative education units. The schools are expected to provide part of the cost out of their alternative use of resources. Education and guidance take up the running expenses. Approximately 80 of the ILEA's 200 secondary schools now have their own units.

The centres each have two teachers, and take up to 12 children aged from nine to 16. They can be referred to by the educational psychologist or the director of the centre, preferably before suspension, and the school must promise to take them back. The 10 centres are run on different lines,

depending largely on the director. "It would be quite clear," says the ILEA's principal educational psychologist, Miss M. Prater, "that a centre is treating, and what it offers." Hoxton offers a therapeutic environment and Hungerford runs on behaviour therapy principles.

Help them to recover

Hoxton, without a doubt, is the therapeutic educational guidance centre. Sited in a four-storey building that was once the East End madhouse, inside it is warm and bright with wall paintings and children who, though their lives may be as troubled as Charles Lamb's sister when she lived here, give every appearance of sunny, relaxed, outgoing natures.

On one morning Joyce, a 14-year-old West Indian who has to live with a mother (under psychiatric care since a knife) who never speaks to her, is watching educational television. She says she doesn't want to go back to school over. Billy, clearly pleased with his beautifully written and illustrated history exercise book, is discussing the exam course he should take back at school. Two West Indian boys help to serve lunch with grave courtesy and, while the rota group wash up, somebody else gets out the scrabble board. Jimmy, a visiting old boy who now works at an outposts near by, lights up a cigar and does a bit of peer-group counselling.

Jimmy was so bright at maths that they couldn't help him at the centre. His two brothers had gone to university but he seemed to bear the weight of family difficulties and a mixed-up father. Though he was lined up to go back to school and exams, he opted to return to the centre and then work. Now he is planning a further education course in social or probation work.

Of the 44 children who have been full-time at the unit since it opened in April, 1973, 95 per cent have come from single-parent families. Some have such evil home environments that Chad Sexton-Fincke, the centre's director, is appalled at the idea of sending them back home every day. He wants to set up residential centres to give them a break from their families, but doubts if they'll get them. "We are supposed to take kids because they are disruptive, but they may be putting up with a heavy load at home. Psychological damage can be done by the constant fear of being taken away from home," says Joyce Mayon, with the other teacher, Joyce Mayon.

Whether it is born of trust or the gentle example of Chad and Joyce, the discipline which the children are left to impose on themselves works. "We don't have to establish an ordered atmosphere," he says, "it comes from the kids themselves." There is no vandalism in the centre, on walls or equipment, and they have only had two fights in three years.

The children themselves say it's more difficult than in school because they have to take responsibility. They are usually very quiet for the first few weeks. The unit revolves round the group meetings held three times a week, at which the children take the practical and emotional decisions about how the centre should be run. They could be choosing where the week's two outside trips should be—the Sobell Centre for squash or ice-skating, the cinema for Kees, or a museum. They might put one child in the red chair, known as the hot seat, to discuss why he was hiding in work instead of getting on with the others; or they might run an intense exploration of why two others feel aggressive towards each other, and try to reach agreement on what can be done.

On one occasion they devised a sociogram with everyone's names, including Sir and Miss, in the centre. The children were asked to indicate like, dislike or indifference. The

and factor was that most of the lines of dislike pointed towards one boy David who was a maladjusted boy who welcomed rejection and caused great consternation because he plainly invited a thumping. He didn't relate to anyone except by hitting the younger children, was rejected by the group and the only child to be thrown out of the centre. He had six court cases coming up and ended in a detention centre.

The children also devised a graph to chart everyone's progress in behaviour and work. Assessments are made at group meetings—they pick particularly on foul language. The graphs are used when anyone's return to school is being considered. Chad Sexton-Fincke will initiate the move, then the group will discuss with the aid of the graph whether they think the candidate is ready, whether the behaviour or work lines indicate possible trouble, or suggest that they might be able to cope with a few lessons or two or three days a week.

Group meetings are controlled by two coordinators who are elected every month by secret ballot. The coordinators are often tough on discipline; one wanted to send home a child who was disruptive and another suggested a caution. Chad Sexton-Fincke was as shocked as he had been when a visiting official suggested the same punishment. "To use the cane would be to teach them that there is a value in physical power as a last resort. Our job is to eliminate the physical aggression of attacking people."

Keeping order on outside visits is another responsibility taken seriously. "Get the fucking hell out of that seat," bellowed a big West Indian at another boy on a crowded tube train. As a nervous old lady took the empty place, the triumphant coordinator beamed down the carriage at Joyce Mayon-White, officially in charge of the outing. "That was good, wasn't it Miss?" he shouted. Every day at the centre starts with half an hour's open discussion, which might be

about television or depression, and then all go on about their terrible parents, unstructured work. The coordinators say what children are good at, then set up a table which might include history, maths or exam work. The teachers make sure basics of reading and writing are sound, and that in form and application, and their rights and learn about sexual relations if they want to.

Afternoons might include basketball, table tennis, or more of the morning's unstructured work. The coordinators say what children are good at, then set up a table which might include history, maths or exam work. The teachers make sure basics of reading and writing are sound, and that in form and application, and their rights and learn about sexual relations if they want to.

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New behaviour for old

The Hungerford Centre is in a bleak, beleaguered building behind a school playground which they are not allowed to use, but where the din at playtime drowns all talk inside.

On the walls hang notices: "I am responsible. I can do it." "I am important." "At the end of a winter morning, jam tarts are flying a bit as they come out the oven and the atmosphere is brittle, because the pupils do not like teachers talking to a visitor."

They crowd into the director's office before leaving to spend the rest of the day at school. "How many marks have I got?" "Sam's punched someone's cakes."

David Lane, director of the unit, takes the time to look at each child's work, clearing up jam tarts, 20 for yesterday's work at school, five for working when others weren't. He adds "This needs a comment from the teacher, she's a bit slack" and puts in a note to her.

Someone else only gets three tokens, "because you owe me 20 minutes' work". David Lane is a pale, intense young man. His approach is brisk and practical. Working with him is Fiona Green, who used to run a truant centre at St. Saviour's School, in North London.

"Since we have only three months to work in, and changing personalities in the short term, it is impossible, we have defined limited objectives to make life more tolerable in the classroom," Lane says. To achieve this he aims to modify the attitudes of the teacher in the school as well as those of the child.

The framework is behavioural contract therapy, and it can only work if there is close cooperation with the schools. About a third of the children's parents get to see them, but they reckon they have no resources for dealing with parents and are not concerned with the child's past. "We're not changing their life and personalities. We're changing the way they behave in school. It sticks. We plan it to stick."

The process might start when a form teacher cannot cope with the behaviour difficulties of one child and consults the head of year. He might withdraw the child to work on his own, but if all efforts fail, the deputy head and perhaps the educational psychologist

would be consulted, and then the unit director. David Lane or Fiona Green will visit the school and observe the child with the teacher in class. Then there are discussions with the child and the teacher on what the difficulties are. A therapy contract, which the teacher must be party to, is drawn up specifying what is to be changed, how it is to be changed, and the rights and obligations of everyone concerned.

The child attends the unit for three weeks, before being asked to sign the contract, and so far only two out of the 68 who have come in three terms have refused to sign.

There are currently 45 children attached to the centre, but few of them are there at any one time, since, unlike other units, they work on part-time from the beginning. The contract might start with anything from half a day to three days. After three months they return to school with the option of continued contact with the centre.

While they are at Hungerford, the programme is structured and pressurized. David Lane aims to teach them different ways of solving difficulties and a new way of learning. One sample contract timetable reads:

Thursday morning 9.15 Tea. 9.30 Thinking lessons. 10 Choice. 10.30 Break. 11 Difficulties to school work. 1.30 Choice. 12 Lunch. Tuesday afternoon 1.30 Script on problems with people. 2.30 Tea. 3 Home.

The thinking lessons are based on Edward de Bono's CoRT Thinking notes, with practical exercises. In alternatives, possibilities and choices.

Choice on the timetable could be badminton, cooking or modelling. Some continue lessons, or read a book, and one wanted French lessons. Since a few of the children are very sexist, the teachers sometimes do a bit of role reversal at this point to change their attitudes—she works on sex-modelling while he supervises the jam tarts.

If anyone refuses to do lessons, they are expected to do the work during choice time, and so on, as far as they are prepared to push it. It doesn't happen often, and usually not more than once a child, though the others switch carefully to see the teacher's reaction. "They are interested in how to break a contract," the control, of course, is less of token-earning time.

The afternoon script sessions are a fundamental part of the programme to create new behaviour patterns. The scripts are mostly written by Lane himself and are about situations which cause difficulties for a child, such as getting involved with a policeman. There is no question of acting out roles, as in psychodrama. They must stick to the scripts, which give them a chance to practise the right behaviour in the given situation.

"You must provide people with a model of good behaviour they can copy."

The same approach is taken to problem solving, and it is one of the verbal control techniques they teach teachers. David Lane demonstrated with a simple puzzle how to solve the problem out loud: "You might start by saying, 'let's look for the corners, then that piece will go here' and so on. Then you ask the child to repeat it, you don't suggest ways he might work it out for himself. Once again, you provide a model to copy."

The sample contract also specifies reports to and from the school, agreed letters to parents, basic behaviour rules, time-scales, lessons to be covered, and that tokens to be earned for behaviour and work can be exchanged by barter.

"Tokens can be cashed in for goods or time. The goods might be a pen, a book or sweets. They are bought out of an allowance of £2.25 a year, which has to cover books, equipment and everything else, like flour and jam. The essential that Fiona Green and David Lane and the teachers back in school stick to their bargain on time given, as well as the children."

"I don't accept," says David Lane, "that you must have a relationship with the children in order to achieve anything, but you must work in rewarding ways." "Everything," he says, "is based on what's experimentally sound. Though behaviour therapy has been tried elsewhere, notably

with autistic and maladjusted children, worked out his ideas in a detailed research project for his PhD to find why some children don't respond to therapeutic help, and put them into practice in several other settings. "So the programme must be better and more effective."

It must also, of course, depend for its effectiveness on the teachers who are carrying out their part of the contract back in school. Apart from direct advice, David Lane has a series of special tutorials for teachers. He takes four groups on different evenings a week, and began with a series of 12, though some teachers with a more of 18. The tutorials last for an hour, begin and end with the dot, and are out of school hours. Some teachers have attended so far this year.

One young teacher, who attends the unit, and also has two boys on contract at the centre, is Jane Clarke, who later a year remedial class at Hollington Park School. She is enthusiastic about the system, which she finds very different to what she used to do at school. "The most important thing is that it helps you to think positively. You must look to see what he's doing right, whereas a teacher usually looks to see what he's doing wrong."

The rewards she offers in exchange for good behaviour might be free talking time, a few free shouts, or a pen or a book which she buys herself. "It is worth it if they behave." She usually gets the child to say what he wants. "He will not work for anything he does not think he deserves."

She finds that some children, in fact, are afraid of rewards, because they are so suspicious of adults who have let them down many times. Consistency and trust can help them round.

There are other difficulties, such as the situation where a child thinks he has broken his contract and you think he has, and it can be broken in a large class. The bargain has to be extended to the other children, but she cannot see any sign of a situation where no one will do anything without a bargain at the end of it.

Lane makes the point that the toughest reward is to provide an initial motive, reward itself provides an initial motive, reward itself provides an initial motive, reward itself provides an initial motive.

25

Arabesque

Michael Clarke
on
Islamic culture



"In the Name of God, the Merciful, the Compassionate"—a tilework inscription in the sanctuary of Khwajah Abd-Allah Ansari, Hazrat Gah in Herat, Afghanistan. Fifteenth century.

World of Islam. Edited by Bernard Lewis and Hudson £12.50. 500 250464. Art of Islam. By Titus Burckhardt. £12.50. 500 250464. Art of Islam Festival Co Ltd £12.50. 500 250464.

Spread of Islam. By Michael Rogers. £3.95. 7290 0016 8. World of Ottoman Art. By Michael Levey. £5.50. 500 23228 8. £3.50. 270651.

It was a turning point in our attitude to the Middle East which produced a new exhibition of modern archaeology, and a new exhibition of Islamic art was held in Munich. Maltese, already an expert in the field, largely made possible the exhibition.

Further there is a specifically Islamic art which appears a rhetorical question, but at the same time a contribution to these books. It is the only one of its kind. It is a book which is not only a contribution to the study of Islamic art, but also a contribution to the study of Islamic culture.

As the Koran is a book which is not only a contribution to the study of Islamic art, but also a contribution to the study of Islamic culture. It is a book which is not only a contribution to the study of Islamic art, but also a contribution to the study of Islamic culture.

enth and fourteenth centuries makes Islamic culture the product of the interaction between the Islamic and the Persian. The Islamic and the Persian are not only a contribution to the study of Islamic art, but also a contribution to the study of Islamic culture.

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beginning this provided a common factor. For Muslims, script and sculpture are inseparable. The words of the Koran are Allah's word, and the Koran is the word of Allah. The Koran is the word of Allah, and the Koran is the word of Allah.

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Eitlinghausen, a contributor to *The World of Islam* refers to an eleventh-century book of recipes for coloured inks, the colours of which surpass anything in Europe. The originality of colour in ceramics is unique including, as it does, lustre. Coloured enamel was added to glassware by the thirteenth century and the combination of different coloured motifs is widespread. The use of colour both inside and outside architecture is amazing. Already in the thirteenth century, the Paradise Garden became a glazed monument in the Shah mosque at Isfahan.

Already by then Western influences were beginning to invade Islamic art. The beginning to invade Islamic art. The beginning to invade Islamic art. The beginning to invade Islamic art.

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Further education limbo

By Hugh Whittaker

Does anybody really study languages at the tertiary level? My granny goes to evening classes there in German for holidays, there must be a bit of French in the sandwich course in food technology, and I have heard they sometimes get the secretaries away from the typewriters and into the language lab once every three weeks—but you are surely not going to dignify that with the name of Modern Languages?

This, I claim, is not untypical of what you will hear if you teach languages in an FE college, the limbo between secondary and higher where 16-plus language work goes on. I ought to state that I am not talking about the polys, where the magic words CNAAs degree in applied languages draw in their wake a second tier of what one might term higher language students and hence, where large regional colleges, some of them consecrated by authority and given such titles as specialist centre, where similar courses are taught. I refer to the third estate, those colleges—increasing in number—operating a trinity of types of language courses at levels from beginners' to university entrance, and in some cases beyond.

The language teacher in FE has other problems besides bridging the credibility gap. He has to do battle for recognition and resources with thrusting technological departments, whose dollar diplomacy, particularly in the day of the perpetual crisis, takes a lot of outflanking. Moreover, if the college is to recruit linguistically minded students in numbers sufficient to make a viable course, it is a task which will be local head teachers in the opposite corner.

And perhaps not only the heads, but the schools' modern languages departments, ready to fight to the last chalkstick to keep the sixth-form French set intact—and who would blame them? It is a feeling that everyone involved in 16-plus GCE language courses, at grammar, secondary modern, comprehensive, Sixth form college and FE, can understand.

Politics about competition and duplicated resources aside (but not forgotten), what is special about languages in FE, and indeed is the language section really necessary? The picture is perhaps more complicated than one thinks; inside even a

small college the multiplicity of language teaching activities can make it difficult to establish a coherent policy—for the purchase of materials, for instance.

By multiplicity I mean the three major areas of work: servicing for other departments, part-time and evening classes, and full-time courses for examinations, GCE O and A, Institute of Linguists, RSA and the like. The first two areas are a known, fixed quantity; they are established and they usually perpetuate themselves, although that is about all they have in common. Generally it is French that is required, for serviced courses, but German and Spanish sometimes assert themselves for courses involved with hotels and tourism.

The part-time classes are really a world of their own, and in any event not all further education colleges make a speciality of them, but for many teachers they can be the most attractive, since the initiative in enrolling has come from the students themselves. I have noticed that some adult centres as firmly in their literature "Our language classes are all non-examination". This attitude seems reasonable, not to say liberal; but I often wonder whether the participants would not make more real progress if we sold the idea of examinations—GCE and others—a bit more.

I have kept the full-time examination classes until last because they are the most variable, and perhaps the most controversial. There is nothing new or new-fangled about taking GCE at college, but in the past it has usually been a question of small numbers of Francophiles diligently turning out in the evenings and sitting A or O in the summer, often with conspicuous success. Now there are daytime GCE classes in their own right; they are, and they should be, open to students of all ages, but adults enrol often find adolescent incomprehension—or hostility—and the laboratory too much for them ("You can't teach an old dog new tricks" has often filtered through into my head).

In the same way that CNAAs degree courses are intended to give a genuine alternative, professional or practical, to what the universities provide, FE language courses are exact copies of the grammar school sixth programme. Syllabus restructuring and reform, led, among the examining boards, by the AEB and JMB, has worked its way towards offering an alternative to the grammar school for A level, but by no means all FE colleges have adopted for their language students.

I do not think that this is the

continued from page 45

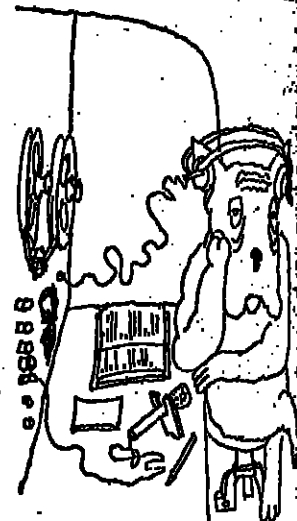
Wagner (with flashcard) the next. This raises the question of up-to-date resource material for the teacher. Fortunately the countries concerned, and their representatives in Britain, are immensely helpful. The Sussex University Centre for European Studies will assist schools through its information unit, as will the Centre for Information on Language Teaching and Research through its library, information services and publications, and so will the Association of Teachers of German through its articles and reviews. The appearance of "European studies" has had some useful spin-offs for the Germanist. In the shape of a number of books and kits in English, from British publishers, suitable for library use, home reading and project work, by children whose curiosity has been awakened and needs sustaining.

Changing displays of visuals are on most foreign language classroom walls, the homemade, felt-pen-cut-out-aria, the variety on large card being eminently storable and repaying the trouble taken to produce. The charms of music, though, should not be forgotten either: why not pipe in your class, on an ever-changing variety of pop, Marlene, Threepenny Ballet or Meltzer's overture (guaranteed to deafen the rowdy)?

And this on to the sixth form with its variety of courses, existing and forecast. At this stage, I fear, I cannot do better than quote the words of a banner of *Allgemeinbildende Schule*, despite Work-Paper 28, which proposes on the one hand, "an insight into the

moment or the place to reach the old literature studies controversy, and in any case, but I think that language teachers in FE must find themselves seriously out of academic step if they stick remorselessly to nineteenth-century lit.

But I must qualify my suggestion of the new curricula by confessing to some nasty shocks. I start with a conviction that the relevance of the momentous outburst of twentieth-century European literature to the modern world, the French Resistance and Spanish Civil War are as remote as Hereford and the Wars of the



"You can't teach an old dog new tricks."

Has this convinced anyone that life's work, problems and joys of the languages teacher in FE are any worse, or any better, than he may have left at school? I do not say that there are few filters, and fewer headaches, by the students: one's colleagues in other departments will fight same battles, but with different ammunition.

There are no easy lunch-grouping clamouring for Russian or Chinese lessons, but there are possibilities of putting on courses for adult students in unlikely academically unmarketable courses. To balance this, there is the risk that these courses may be closed down around you. As for market for GCE subjects, it continues to rise steadily, but it knows how long this will go on.

culture (in the widest sense) to amen to that, on the other hand, to append a list of German books, or the wide reading recommended elsewhere, which would be distressing if it were not so hilarious.

The working paper's predecessor in the shape of the Joint Council of Language Association's suggested syllabus for restructuring A level hoped that incentives to wide reading could be combined with examinable back-ground studies. One book to accompany the reading of modern literature with a taste programme of modern studies. But even for the more traditional sixth-form course there is now material on the market to have language studies, not rather on a structured course, but on a stylistic contrast, using the needed expository prose of the literary language of the past studied in the other branch of the course—a contrast so often grasped by the learner.

At this stage one might perhaps ask for extra emphasis—perhaps a whole term's study in turn—of a given text, the other three countries, or what could be more useful, if Frisch, Schnitzler or Brecht, among the chosen authors? A note, or even a term, exchange, sometimes be arranged at this stage, and may help the land, lit, and culture studies at home flourish. For those who have found this part of their studies unattractive, there are university and department courses, in which these interests can be strengthened and deepened. Gertrud Seidmann is a lecturer in the Southampton University language centre.

On getting value for money

What kind of language laboratory equipment ought we to be providing in the next two decades? By S. H. Miller

Of my most prized possessions is a piece of tape which records the voice of a 14-year-old boy to an exercise worked in an audio-comparative language laboratory. The voice of the presenter is interspersed by comments as "Hang about, we told me now!" and "I'm a bit late, but I'm here!"

What kind of language laboratory equipment ought we to be providing in the next two decades? Educational technology moves forward so fast that it is difficult to forecast far in advance. However, certain principles remain clear:

● Equipment to support language teaching should be designed to help the teacher teach and the learner learn not to determine the activity of either.

● Equipment should be used to free pupils and teachers from the limitations of the classroom and, above all, from the difficulty of a 1:30 teacher/pupil ratio.

● There is a gradation in sophistication of equipment which runs in parallel with cost and also with

breadth of application. The least sophisticated equipment is the cheapest and of most use to most pupils. By contrast, equipment which meets the needs of a minority of specialist linguists is also the most sophisticated and costly.

Applying these principles in a typical school, let us assume that a local authority will pay for a 32-booth language laboratory in a six-form entry 11 to 18 comprehensive of four full-time staff.

The ideal arrangement would be to provide four teaching spaces with language equipment so that no one teacher should have to rely on chalk and talk simply because audio facilities are concentrated in spaces occupied by other colleagues.

Obviously the 32-booth laboratory must be rejected for something more flexible but of comparable cost.

All sorts of permutations are possible, but they would all include equipment for basic listening activities, probably in the form of induction loop installations which enable a pupil to listen to a programme source while wearing a headset with no trailing wires. For listen/respond activities, the next level of language activity, some

form of audio-active apparatus is appropriate either in the form of a portable group trainer which is suitable for groups of up to 12 pupils, or one teacher or in the form of the audio-active classroom in which a peripheral fixed installation of, say, 36 positions plus teacher console enables a normal classroom to become an audio-active language laboratory at a moment's notice.

An innovation in audio-active classrooms is the possibility of incorporating some audio-active comparative positions in the form of portable plug-in units, which can be used either in class or independently elsewhere. All that is required for this provision is a relatively cheap modification to the audio-active classroom at the time of installation, appropriate power points and the individual audio-active comparative units.

It is here, of course, that the cassette comes into its own. In this mode the individual senior student, suitably trained in the middle school, is now ready to work on individualized programmes recorded on easily handled cassettes. Audio-active comparative equipment can be used wherever there is a power supply.

What is needed is a situation in which the great merits of the audio-active comparative system—self-paced and individualized learning; the ability of the learner to model his speech on that of the native speaker—can be used by adequately prepared pupils when they are ready. The question often posed—"Can language laboratory equipment be used for the teaching of subjects other than modern languages?"—remains the nature of the malaise. Expensive equipment is seen to be underused by those for whom it was designed—surely it ought not to be so. Indeed it would not be surprising if the language laboratory were much less ingeniously devised for settling activities in remedial English, music and drama, for instance.

But this concern for developing the audio-active comparative language laboratory for other purposes is not the point. The provision of laboratories of class size is an incentive to wide reading could be combined with examinable back-ground studies. One book to accompany the reading of modern literature with a taste programme of modern studies. But even for the more traditional sixth-form course there is now material on the market to have language studies, not rather on a structured course, but on a stylistic contrast, using the needed expository prose of the literary language of the past studied in the other branch of the course—a contrast so often grasped by the learner.

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Signs of spring

Dan L. James on the revival of Welsh as a second language

After a long, hard winter and a seeming deep-freeze on the Welsh second-language front in the schools of Wales, there are at long last heartening signs of spring. The change of climate has been brought about by a new spirit and enthusiasm allied with and partly arising from a series of research and development projects by the Schools Council Committee for Wales, the establishment of the National Language Unit at Treforest and the prevalence of parental attitudes more conducive to support and success than for many a season.

The sector which holds greatest promise for the revival of Welsh as a second language is its introduction as a second language in nursery and infant schools. Some 250 Welsh-medium nursery schools have been established during the past few years, many in unglorified areas. The young plants find fertile soil in an atmosphere of variety, activity and pleasure at an age when language learning is an unconscious process, when the ability and willingness to learn and to imitate is at its best, when the seeds of sentence patterning and word-embedding can be well and truly grounded in meaningful experiences. Nursery and infant teachers and pupils revel in this language-and-activity atmosphere. In the past, once the younglings have been transplanted to primary school, the more sterile air of excess fossilization and the lack of any abandon by the "gardeners" has often led to regression rather than to continued and expanded growth.

The experiment in early second language presentation began at Aberystwyth in the 1960s and led to the Glitins' recommendation to establish experimental bilingual schools at infant school level in the anglicized areas of Wales. The Schools Council Bilingual Education Project got under way in 1969 in 26 experimental infant schools and gradually expanded to 76 infant and junior departments in 56 schools in every county in Wales. These schools adopted a dual medium curriculum, English and Welsh. The school day was divided equally for instruction in the two languages. The main emphasis was on the quality of education and it was soon discovered that children from non-Welsh-speaking homes be-

come ready and steady communicators in their second language, given the homogenous conditions of a stimulating environment. The language element was administered in edible doses prescribed on scientific lines and the cross-fertilization of structured language with selected concepts and activities led to all-round growth.

By the age of seven, children were able to assimilate and use a wide variety of speech-moulds without any difficulty or embarrassment and without any detriment to their progress in other fields of study. Non-Welsh speaking parents were pleasantly surprised at the ease and readiness with which their offspring communicated in their second language. Many of them have availed themselves of opportunities to learn the language.

At the age of seven, children proceeded from the infant to the primary school, armed with a broad linguistic base which enables them to tackle subjects through both English and Welsh and to undertake projects on subjects which interest them. Infant school materials have already appeared on the market and entail a thorough checklist of activities and their underlying concepts, a detailed analysis of sentence patterns, audio and visual material, graded readers, booklets incorporating specialized vocabulary ideas relating to the use of games, physical education, mime and drama and religious education. Primary school projects will undoubtedly follow in due course.

Language work at infant and primary school is of no avail if it is not sufficiently consolidated at the secondary school level. A link between primary and secondary school is now being forged with the launching of a new Schools Council second-language project, based on the department of education, University of Wales, Aberystwyth.

While the follow-up to the original bilingual education project is being attended to by the National Language Unit, the new project set out in September, 1974, with an above-average proficiency in Welsh as a second language in its original monoglot English-speakers attending primary schools.

following particular language schemes. The project team is currently creating interesting materials based on a thorough analysis of language-categories according to the children's language aptitude and in the experimental schools are already busy themselves with exciting topics such as space and red Indians.

The new project will give second language learning a new scope and dimension.

The results of using Welsh as a medium of instruction employing multi-media approaches opens up a new vista for teachers and pupils. The Schools Council project is as yet the privilege of a minority of schools. It is to be hoped, however, that local education authorities will realize their tremendous potential and help both schemes to get off the ground and eventually become the privilege of pupils in a large number of schools.

Most primary school second language learners of Welsh are using the National Language Unit's *Llafur a Llun* audio-visual scheme, backed up by its group-course, *Cynwag i Blwy* (Welsh for children) — a booklet / tape / cassette course. A new development has been the appointment of full-time field officers to assist teachers in ensuring maximum efficiency in the operation of the course. Such supervisory training is essential to teacher morale and commitment.

It is generally accepted that the answer to bilingualism in Wales lies in the determination, dedication and ability of teachers to tackle the task with verve and vitality. Teachers can also be aided by the climate of opinion outside school and can take heart from the numbers of adults who are getting a grips with the language in evening classes, and five-night *Yn Ynion*. In the final reckoning, the answer to the question "Is spring in the air?" will depend on the degree to which young children and non-Welsh-speaking parents will succeed in their two-pronged attack on their adopted language. The signs suggest that we shall soon hear the cuckoo sing — in Cymraeg.

Dan L. James is a lecturer in the faculty of education, University College of Wales, Aberystwyth.

Linguists, pure and applied

G. A. Rowan-Robinson on raising oral standards

Since we joined the Common Market, the demand for linguists has not unnaturally increased. So far nothing much has been done to satisfy this demand. A few more business and professional men have gone on crash courses to try and gain a little veneer of fluency to what is usually an extremely rough surface underneath. But that is not sufficient to solve the difficulty. What we badly need to do is to ensure that more fluent linguists emerge from school every year and this means some radical changes in

the A level programme and syllabus.

I was recently interviewing a boy who was hoping to obtain two A level passes in French and German but didn't think that he would be good enough—or, in fact, that he wanted—to go on to university. But he liked languages and hoped to make some use of them in his career. I asked him how well he could speak French and German. He admitted that he was not at all fluent in either language, and that he had so far had no need to be; for the oral was by far the least important part of the A level. But he was quite prepared to go abroad for a spell to either country, or both, in order to become reasonably fluent.

This boy's case is typical of the large number of both boys and girls who complete their secondary education with two language A levels which they later find are of little direct use to them because they cannot speak the languages concerned.

What our exam system fails to take full account of is that there are two distinct approaches to the study of foreign languages. They can be studied either as a means to an end, which is the attitude of the pure linguist; or as a means to an end, as a way of conveying ideas and exchanging them with others and any number of different fields. This may be said to be the attitude of the applied linguist.

Our present system caters adequately for the pure linguist, the A level syllabus provides a reasonably sound approach to a university language course, even though it is hampered more closely to the traditional type of course, than it is to some of the newer ones. The fact that the oral element of the course is so small does not greatly

matter, as nearly all universities include a year, or at least a long spell, abroad as part of their language courses, which are, in fact, now virtually sandwich courses.

Most of the students who take these courses are hoping to find a career which centres round the use of languages. Their choice will, of course, be somewhat limited, extending not much beyond teaching, literary and linguistic research, translating and interpreting. But within these limits they will not encounter any great difficulties, provided that the standard they achieve is sufficiently high.

But these people represent only a minority of those who study modern languages up to A level. The rest choose languages, either because they have a certain linguistic flair, or because they find them in their career. They want them in their career. They want to first to acquire a qualification in some particular field—professional, technological or commercial—and then to use their linguistic skills to communicate. But when they embark on their A level course they are often disillusioned. They only do those with a given little find that they are given little opportunity to exercise or exploit this orally; but those with their eyes on a career soon realize that however profound their knowledge of the works of Corneille and Racine this will not help them to acquire the necessary fluency an employer will expect.

Until fairly recently it was not thought possible to teach large classes of school children to speak languages. They could be taught to understand them and write them and know something of their literature; and then, if they wanted,

continued on page 51



More to give, more to gain

Paddy Carpenter on the foreign language assistant scheme

Much has been written about the assistant scheme since it was introduced in 1965. Even more has been written in anger but more often in praise, at conferences and courses, in staffrooms, pubs and homes by the numerous participants and the even more numerous spectators of the world's most extensive student exchange scheme. I have been in Britain this year, having just returned from a year in France, and I have been struck by the high quality of the highly motivated and the delighted exchange of a 14-year-old to his father. The assistant this year is really scrupulous — seems to have a timeless message.

But perhaps it would be more appropriate to start by quoting the director of the Office National des Universités et Ecoles Françaises, our most prolific partner overseas

(nearly 3,000 French assistants serve in our schools) who wrote in a letter to *The Times* on March 5 that the imbalance in numbers of Franco-British student exchanges "was compensated to a large extent by the great number of French language assistants in British secondary schools".

The generosity of our local authorities in employing assistants, particularly over the last decade, has been recognized by education ministries overseas and has given us considerable bargaining power when negotiating opportunities abroad for our students. It is to be hoped that this situation will be fully borne in mind in any discussions on the value of the scheme to our education system as a whole.

Without the existence of the scheme, many British students would not be able to finance study abroad, without further recourse to public funds. For many of them the required year abroad might become impossible. It is argued in a paper prepared by the National Association of Language Advisors, presenting their case for the foreign language assistant and addressed to local authorities last autumn.

The pupil and teacher in the secondary school, the student and lecturer in the establishment of higher education are particularly involved in the same scheme. For that matter the pupil, the student, the assistant, the teacher/lecturer could indeed at different times be the same person.

The assistant scheme "enables young people, usually students of modern languages, to reside for a year in the country whose language they are studying and at the same time to help in the teaching of their mother tongue in schools and colleges". The Scottish National Central Committee for Modern Languages, booklet, *The Foreign Assistant* (1971), does well to lead off on the twofold purpose behind the scheme, all too obvious perhaps, but the full implications of which are sometimes forgotten by both the school and the assistant.

But it wasn't mentioned in my university. We were supposed to give conversation to sensible people who really wanted to talk to us.

"I think the problem is that it should not be called conversation in middle schools. We are doing something but it isn't conversation." (French assistant)

"The pupils don't want to do with us what they do with their teachers." (German assistant)

"They don't want me to teach them, they ask questions about my private life!" (French assistant)

"Everyone agrees that being an assistant is a difficult task." (British assistant in France)

"Out of the last eight assistants to be allocated to this school only four of them managed... to enjoy it to the end of the academic year without giving any trouble." (J. T. A. Floyd, AVLA Journal, Summer 1973).

Any amount of preparation will

not completely solve the problems referred to in the above statements. One cannot leave it for personality and success or failure as an assistant is perhaps more crucially dependant on this than any other job in teaching. Nevertheless, some form of initial and in-service training can greatly increase the value of the assistant's contribution in our schools, as well as the benefit they derive from their year with us. Much good work has already been achieved for the foreign assistant in Britain and there is a gradual increase in university-based courses for the British student taking up assistantships abroad.

"Schools should be more aware of how to make full use of an assistant." (British assistant in France). Somewhat later in the field and far less frequent, have been courses for the assistants themselves on the use of the assistant. Emphasizing the importance they attach to this form of in-service course, NALC with the Central Bureau, will be running a day course in London for language teachers on July 6.

"Your aim must be to practise with your pupils the skills of listening and speaking." (Central Bureau information document SD/N100, 1975/76). A small point, perhaps, but many observers continue to quote from a former version of this document. Even that old lady (the document not the assistant) can show willingness to keep up with the times and knows the importance now attached to aural comprehension.

"When I first arrived I sat down in a corner and nobody spoke to me." (Assistant from Senegal).

"We must be introduced to everyone. I was only introduced to the French teacher and the others never talked to me." (French assistant)

"I didn't have any problems at all; everyone was very friendly." (Colombian assistant).

An introduction to the whole staff at the beginning of the year would be a gesture well received and an explanation to the same teachers about the status and functions of the assistant, long overdue.

Any such introductory, short hours and small groups, detected in some comments overheard at meetings of teachers might then be counter-balanced by greater efforts to make the assistant feel more welcome. Equally important, a greater awareness in the assistant of the role of the teacher in Britain, with its stresses and priorities, would perhaps encourage a more cooperative attitude. One has to know each other's predicament before appreciating it.

For assistants to attend classes in the school such as sixth-form English language and literature lessons, if they so wish. (Admission notes SD/N101). One has to know each other's predicament before appreciating it.

continued on page 54

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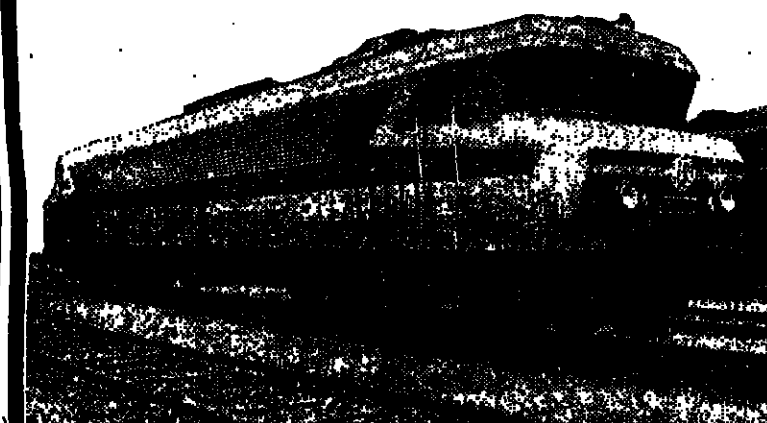
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SECONDARY Technical Studies continued

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LANDRINDON HILL SCHOOL
Milton Keynes, Bucks.
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Landrindon Hill School, Milton Keynes, Bucks. MK1 1JH.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
WELSHPOOL HIGH SCHOOL
Walespool, Shropshire
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Welshpool High School, Walespool, Shropshire. ST20 1JH.

SHEFFIELD EDUCATION COMMITTEE

ASHTON SCHOOL
Ashton, Sheffield S12 2DB
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Ashton School, Ashton, Sheffield. S12 2DB.

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE COMPREHENSIVE SCHOOL
Witcham, Shropshire
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, The Grove Comprehensive School, Witcham, Shropshire. ST20 1JH.

TRAFFORD EDUCATION COMMITTEE

WALTON ROAD SCHOOL
Waltham, Trafford S12 2DB
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Walton Road School, Waltham, Trafford. S12 2DB.

WALTON ROAD SCHOOL
Waltham, Trafford S12 2DB
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Walton Road School, Waltham, Trafford. S12 2DB.

Other than by Subject Classification

HILLINGDON
(London Borough of)
MELLOW LANE SCHOOL
Hillingdon, London UHA 8AP
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Mellow Lane School, Hillingdon, London. UHA 8AP.

WALTON ROAD SCHOOL
Waltham, Trafford S12 2DB
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Walton Road School, Waltham, Trafford. S12 2DB.

Other Posts on Scale 2 and above

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
WILSON ROAD SCHOOL
Birmingham, B15 2JH
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Wilson Road School, Birmingham. B15 2JH.

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Birmingham, B15 2JH
Tel: 202/3
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CYNGOR SIR GWYNEDD COUNTY COUNCIL

Adran Addysg
YSGOL UCHAF FRIARS, BANGOR
(Cyfun 14-18; 700 o ddysgyblion)
Yn eileau ar gyfer Medi 1af, 1976:

(1) Athro/Athrawes i ddysgu SAESNEG
hyd at safon "O" T.A.G., gan gynnwys dysgu'r holl amrediad gallu. Edryddir am berson gyda chymhwysau mewn DRAMA a chydig phroffid cynhyrchu cyflwyniadau dramatig, neu gyda diddordeb yn y cyfnewtwn a gweithgareddau, o'r mwyn perhau a ddyllygu'r gwaith a wneir elosau yn y maes hwn mewn cydweithrediad ag adranau eraill.
Cyflog graddfa 2 i ymgelydd addas.

(2) Athro/Athrawes
gyda chymhwysau mewn

ADDYSG ARBENNIG
neu a phroffid yn y maes hwn. Rhoddir blaenoriaeth i berson sydd yn ddwyieithog. Disgwylir i'r person a benodir fedru cychwyn datblygiadau newydd yn y maes hwn.
Cyflog graddfa 2 i ymgelydd addas.
Ffurfienn cals i'w cael oddi wrth y Swyddog Addysg Rhanbarthol, Haulfre, 8, Clement Avenue, Llandudno. Dyddiad cau—Ebrill 1976.
FRIARS UPPER SCHOOL, BANGOR
(Compreheniwyd 14-18; 700 pupils)
Required for September 1st, 1976:

(1) A teacher of ENGLISH
over the whole ability range up to and including "O" level of the C.G.E., a person with qualifications and/or interest in and experience of DRAMA and dramatic production is looked for, to continue and develop the work at present being done in association with other departments.
Scale 2 salary for suitable qualified candidate.

(2) A teacher
with qualification in and/or experience of

SPECIAL EDUCATION
who will, preferably, be bilingual and be expected to initiate new developments in this field.
Scale 2 salary for suitable qualified candidate.
Application forms from the Area Education Officer, Haulfre, 8, Clement Avenue, Llandudno, Closing date—April 16th.
YSGOL UWCHRADD CAERGYSI
(Cyfun 11-18; 1920 o ddysgyblion)
Yn eileau ar gyfer Medi 1af, 1976:

(1) Athro/Athrawes
dros-dro am llwyddyn yn unig yn gymwys i ddysgu

ARLUNIO a CHYNLLUNIO
hyd at flwyddyn 5 ac i ddysgu allan o Aeddaethiau Cymdeithasol. Graddfa 1.

(2) Athro/Athrawes
dros-dro am flwyddyn yn unig i ddysgu

SAESNEG a DRAMA
dwy'r Ysgol ac i gynorthwyo i ddysgu Saesneg hyd at lefel "A". Graddfa 1.

(3) Athro/Athrawes
dros-dro am flwyddyn yn unig i hyfforddi mewn

ADDYSG GREFFYDDOL
fyny i pafon T.A.U. Graddfa 1.

Ysgol Ardudwy, Harlech
(Cyfun 11-18; 1920 o ddysgyblion)
Gwahoddir oedolau oddi wrth ysgolau proffidiol am y swydd o:

BENNAETH YR ADAR GYMRAEG
Cyflog gradd 3.
Yn gyfrol 8 bod a chymhwysau'r de dydd-bod ffaith a diddordeb arbennig i arwain mewn gweithgareddau ymarfrol fel Drama, Urd, Eisteddfod, etc., yn gweithgareddau'r adran.
Ffurfienn cals i'w cael oddi wrth y Swyddog Addysg Rhanbarthol, Peniarth, Dolgellau. Dyddiad cau—Ebrill 1976.
Tacklyn: Ellis,
Cyfnewtyn Addysg/Dirigol o Education

Gwent County Council

Education Department
REQUIRED FOR 1st SEPTEMBER, 1976.
Applicants are invited from qualified teachers for the following vacancies:

BLACKWOOD COMPREHENSIVE SCHOOL (11-16)
(a) GERMAN and to assist with FRENCH. Scale 2 for suitable applicant.
(b) LATIN and to assist with WELSH. Scale 2 for suitable applicant.
This is a re-advertisement and previous applicants need not re-apply.

CALDICOT COMPREHENSIVE SCHOOL, CHEPSTOW
REMEDIAL CLASSES. To assist within the department.

NEWBRIDGE COMPREHENSIVE SCHOOL
This is a developing sixth form entry Comprehensive School formed by the amalgamation of Greenfield Secondary Modern School and Newbridge Grammar School in September, 1975.
GEOGRAPHY to share teaching throughout the school.

NEWPORT BETTWS COMPREHENSIVE SCHOOL
RELIGIOUS EDUCATION (graduate preferred).

NEWPORT DUFFRYN COMPREHENSIVE SCHOOL
WOODWORK—a person with an interest in building construction and associated CRAFTS desirable.

NEWPORT HARTRIDGE COMPREHENSIVE SCHOOL
FRENCH and GERMAN both taught to 'A' level.

NEWPORT ST. JULIAN'S COMPREHENSIVE SCHOOL
HISTORY. In the main with some COMMERCE to year 3 and above up to C.S.E. and 'O' level.

TREDEGAR COMPREHENSIVE SCHOOL
CRAFT and GENERAL SUBJECTS (mainly ARITHMETIC) in forms 1 and 2.

TWMPATH SECONDARY SCHOOL, PONTYPOOL
ART and BOYS' CRAFT. Applicants should have pursued a Joint Mains Course or had experience in teaching these subjects.
This is a re-advertisement and previous applicants need not re-apply.

Application forms and further information available from the Director of Education, County Hall, Cwmbran, Gwent, on receipt of stamped addressed envelope should be returned to the Headteacher by 17th April, 1976.
Successful applicants will be required to submit a satisfactory medical report at appointment.

COUNTY OF SOUTH GLAMORGAN SECONDARY

Required for Summer Term.
ST JULIAN'S R.C. COLLEGE, CARDIFF (11-18 BOYS' COMPREHENSIVE), FIVE-FORM ENTRY
ART: SCALE 1 or 2.
Temporary for one term. Scale 2 available for suitable applicant.
Required September.

BARRY BOYS' COMPREHENSIVE (11-18) 12-FORM ENTRY
ENGLISH: SCALE 1.
To assist in the teaching of the subject throughout the school. Interest in Drama and Play Production an advantage.

RELIGIOUS KNOWLEDGE: SCALE 1.
To teach the subject initially mainly in Lower and Middle Schools. Interest in Music would be an additional advantage.

LANEDEVN HIGHER SCHOOL (11-18 COMPREHENSIVE), NINE-FORM ENTRY
NEEDLEWORK: SCALE 1.
To assist with the teaching of this subject throughout the school. An interest in basic design for integrated courses in Lower School desirable.

LANRHUNNEY HIGHER SCHOOL, CARDIFF (11-18 COMPREHENSIVE), 12-FORM ENTRY
MATHEMATICS: SCALE 1.
To teach mainly in the Lower and Middle School with opportunity for some external examination work.

OUTDOOR STUDIES CENTRE, NOTTAG, PORTHCAWL
Applications are invited from qualified teachers for the following posts:

1. RESIDENT DEPUTY WARDEN: SCALE 3.
Experience in the management of one of the following areas of outdoor education:

(a) Outdoor pursuits, mobile campcraft, canoeing and use of the environment.
(b) Biological studies with experience in fieldwork at Advanced and Ordinary levels of the GCE and CSE.

2. ASSISTANT TUTOR: SCALE 1.
For both posts free board and residence are available in return for some extraneous duties. A recently modernized self-contained flat is available for post holders. Possession of a current driving licence an advantage.

SHORP HANNOH R.C. HIGH SCHOOL, CARDIFF (11-18 COMPREHENSIVE), FOUR-FORM ENTRY
FRENCH: SCALE 2.
Graduate to teach throughout the school to 'O' and 'A' level.
Application forms may be obtained on receipt of a stamped addressed envelope, from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.
S. ADAMS, Director of Education, Education Office, Haverly, Cardiff.

EDUCATION SCALE 3
Required for September, 1976.
CHROFTS COMPREHENSIVE
Stonehouse, Lancs, Liverpool
Tel: 202/3
Required for September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Chrofts Comprehensive, Stonehouse, Lancs, Liverpool. L15 2JH.

CHROFTS COMPREHENSIVE
Stonehouse, Lancs, Liverpool
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Required for September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Chrofts Comprehensive, Stonehouse, Lancs, Liverpool. L15 2JH.

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Required for September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Chrofts Comprehensive, Stonehouse, Lancs, Liverpool. L15 2JH.

EDUCATION DEPARTMENT
Oxley School (Group II), Washington
New Town
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Oxley School, Washington. WA10 2JH.

OXLEY SCHOOL
Washington, WA10 2JH
Tel: 202/3
Required for 1st September, 1976, an Assistant Teacher to teach in the school. The successful candidate will be responsible for the teaching of the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Home Economics. The successful candidate will also be responsible for the supervision of the school's sports and social activities. Applications should be sent to the Headmaster, Oxley School, Washington. WA10 2JH.

OXLEY SCHOOL
Washington, WA10 2JH
Tel: 202/3
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**NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
WELLINGBOROUGH SPECIAL
SCHOOL.**

qualified for September, 3(A) and 3(B) available suitably qualified applicants).
 This school has accommodation for 140 pupils of ESN(M) and ability and will offer a unique opportunity for the integration of pupils of both ESN(M) and ability in the one school. Therefore, essential that applicants should have had experience of such an environment.

Assistance may be given with
novel experience.

Further details and application
forms may be obtained from the
officer (Jor. 2L), Northampton
Police Station, 100, Northampton
Road, Northampton, NN1 2JF.
Completed forms should be
returned by Friday, 23rd April.

OXFORDSHIRE

HEALTH LEIGH SCHOOL
near Abingdon

Require for September:
1. 10-12 year old children at this
dental Bursar School for 40
misdiagnosed boys.

2. 10-12 year three-bedroomed
detached bungalow situated
miles south of Oxford, in well
laid and has a heated indoor
pool.

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Metropolitan Borough of
WIRRAL
EDUCATION APPOINTMENTS

BIRKENHEAD COLLEGE OF TECHNOLOGY

Appointment of PRINCIPAL

Applications are invited for the above Group 8 post. Salary Scale: £10,044-£10,554, to commence duties on 1st September, 1978, or as soon as possible after that date.

Further details and application forms from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH. Closing date for applications, 28th April, 1978.

NORTHAMPTONSHIRE

Northampton College
of Further Education
Principal: D. J. Keohane, B.A.

VICE- PRINCIPAL

Required from September 1st, 1978.

Salary within range for Group 4.

Further details and application forms available from County Education Officer, Further and Higher Education Branch (NFE/VP), Northampton House, Northampton.

Closing date for applications: 20th April, 1978.

WARWICKSHIRE EDUCATION DEPARTMENT

MID-WARWICKSHIRE COLLEGE
OF FURTHER EDUCATION
Warwick New Road, Leamington Spa
CV32 5JR

Applications are invited for the following post from 1st September, 1978:

FACULTY OF ART & HUMANITIES

Head of Department (IV)
OF COMMUNITY & GENERAL STUDIES
(Liberal Studies, Adult Education, Language & Home Economics)

Further information and application forms may be obtained from the Principal, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

DORSET

SOUTH DORSET TECHNICAL COLLEGE

HEAD OF DEPARTMENT
OF BUSINESS STUDIES
(GRADE III)

Applications invited from suitably qualified and experienced candidates for this senior appointment vacant from September, 1978.

Assistance with removal and incidental expenses. For application form and further particulars send stamped addressed foolscap envelope to the

County Education Officer (F.E.)
County Hall, Dorchester, Dorset, DT1 1XJ.

COLLEGES OF FURTHER EDUCATION continued

CHANNEL ISLANDS

BIRKENHEAD COLLEGE OF TECHNOLOGY

FURTHER EDUCATION

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HUMBERSIDE COUNTY COUNCIL

Hull College of Further Education

Applications are invited for this new post arising from the re-organisation of further and higher education in Kingston upon Hull.

Applicants should have teaching experience, together with a degree/professional qualification and command of experience.

SECRETARIAL STUDIES

Head of Department Grade 3

Salary: £8,543-£7,335 per annum

Further particulars and application forms, to be returned no later than 16th April, 1978, may be obtained from the Director of Education (Ref FE), County Hall, Beverley HU17 9BA.

South East London College

Head of Department of Secretarial and Clerical Studies (Grade IV)

Applicants should have teaching experience in a secretarial studies department of a college, and some experience in the organization of such a department. They should also have academic qualifications and preferably have had relevant commercial experience. This post is vacant from September 1, 1978.

Salary scale in accordance with the Burnham (F.E.) Report: Head of Department (Grade IV), £6,755 to £7,532 (plus local allowance £551).

Assistance may be given towards household removal expenses.

Application forms, returnable within two weeks of the date of advertisement, may be obtained from the Senior Administrative Officer, SELTEC, Levensham Way, London SE15 1UT, quoting reference No. SC5.18.

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BEDFORDSHIRE EDUCATION SERVICE

Luton College
of Higher Education

Head of Department—Grade IV Engineering Technology

With effect from September, 1978, the work of the Department will be located within the Faculty of Technology which comprises the following Departments:

Automobile & Craft Engineering
Building
Engineering Technology

Further details and application form, to be returned within 14 days of the appearance of this advertisement, from the Chief Administrative Officer, Luton College of Higher Education, Park Square, Luton LU1 3JL.

Buckinghamshire County Council
AMERSHAM COLLEGE OF
FURTHER EDUCATION & ART

HEAD OF SCHOOL OF ART (GRADE IV)

The above position is available from 1st September, 1978. Applicants should have teaching and organizational experience at a senior level in a School of Art within the Further or Higher Education sector. A knowledge of Vocational Art courses desirable. Graduate or equivalent qualifications expected.

Salary scale £6,755 to £7,532. A fringe allowance of £141 is payable. Removal and lodging allowances are allowed in certain circumstances.

Further particulars and forms are available from the Principal, Amersham College of Further Education and Art, Stanley Hill, Amersham, Bucks HP8 4BN, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

KENT COUNTY COUNCIL

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Ancillary Services

DORSET COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST
 The County Council is seeking applications for the post of Educational Psychologist. The holder of the post will be responsible for the provision of psychological services to the County's schools. The post is a full-time position and the holder will be required to travel throughout the County. The salary is £8,968-27,593 p.a. Applications should be sent to the Director of Education, Kennet House, 89/92 Kings Road, Reading, RG1 2AA. Closing date: 18th April, 1976.

DORSET COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST
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Miscellaneous

DORSET COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST
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EDUCATIONAL PSYCHOLOGIST

£8,968-27,593 p.a.

Amended Advertisement

Degree in Psychology, postgraduate training in educational Psychology and teaching experience required. Based at Bracknell, the work will be mainly in Schools' Psychological Services with some child Guidance sessions. Facilities are good and development of specialist interest is encouraged. Excellent relationships exist with other agencies. Informal inquiries to D. Brownhill, 26 Bath Road, Reading, RG1 2AA. Telephone Reading 85831. Further details and application forms from the Director of Education, Kennet House, 89/92 Kings Road, Reading, RG1 2AA. Closing date: 18th April, 1976.

Qualified or Experienced in Childcare?

Work in a setting involving new concepts of young family care!

We need FAMILY GROUP LEADERS in two of our Young Family Care Centres, who will take responsibility with others for a group of children under 5 years. The work will also involve supervision of selected trainees in a pilot scheme aimed at offering new job prospects for unsupported parents.

Female applicants should have relevant qualifications, or considerable experience in the care of young children. Male applicants should be qualified school teachers or have advanced pre-school playground training (at least 2 years) or hold a qualification in educational or child psychology.

Salary £2,508-23,234 p.a. Ref: 10/30/TES
 Informal enquiries to Mrs. Anne Whitehead, Tel: 01-278 4444 ext. 2532.



For application form please telephone 01-84 104 or send a postcard to the Director of Central and Management Services, Camden Council, 100, Camden Road, London NW1 8PL. Closing date: 18th April, 1976.

DUMPRIES AND GALLOWAY

SCHOOL COUNCIL

STUDY INSTRUCTOR

Applications are invited for the post of STUDY INSTRUCTOR in the Dumfries and Galloway School Council. The holder of the post will be responsible for the provision of study support to the Council's schools. The post is a full-time position and the holder will be required to travel throughout the Council's area. The salary is £8,968-27,593 p.a. Applications should be sent to the Director of Education, Kennet House, 89/92 Kings Road, Reading, RG1 2AA. Closing date: 18th April, 1976.

EDITOR

GREECE AND ROME

Following his appointment as Headmaster of a new Grammar School, Mr. C. H. Verity is resigning his position as Editor of the Journal of the Society for the Study of Greece and Rome. The Journal is a quarterly publication of the Society, which is a leading authority on the subject of Greece and Rome. The Journal is published by the Society for the Study of Greece and Rome, 100, Camden Road, London NW1 8PL. The Journal is published quarterly and is available to members of the Society for a special price. The Journal is published by the Society for the Study of Greece and Rome, 100, Camden Road, London NW1 8PL. The Journal is published quarterly and is available to members of the Society for a special price.

CONVENTRY

REUNION THEATRE

EDUCATION TEAM

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Art

Images of the people

Bernard Denvir

The temptation to believe that art is something only created and enjoyed by people like you, me, Kenneth Clark and Caroline Ingham is irresistible—and totally untrue. At least since the Renaissance and the invention of printing with movable type there have been two European cultures—that of the literate and sophisticated, and that of the ordinary people. Sometimes they have run parallel to each other, more frequently they have diverged in terms of the interests they served, and the vocabulary they used. By its very nature, popular culture has tended to elude the attention of school critics and historians who have confined their scrutiny of human life to the activities of dominant minorities.

But now we are becoming increasingly aware that for centuries the submerged majority has fed its imagination and projected its fears and fantasies through words and images, few of which have found their way into textbooks or attracted the attention of the scholar. The discovery has had many causes. The changing nature of his toriography—especially French—has led writers such as Robert Mandrou to explore popular literature of the seventeenth and eighteenth centuries, and there are few issues of *Annales* which do not contain some further example of the exploitation of this rich vein of documentation. The gradual democratization of scholarship, and the adoption of a less hierarchical scale of judgment have given us a sense of "cultures other than our own" even when these appear within our own tradition.

In the visual arts the change has been even more dramatic. Courbet

was one of the first to appreciate those popular prints and paintings which were an essential part of every French working man's home, and the Rousseauesque passion for the primitive which was one of the main driving forces of late nineteenth and early twentieth-century art led to the integration into the ranks of "great" artists of genuine popular painters such as the Douanier Rousseau, the Greaves brothers and Alfred Wallis. Indeed, the cult of the naïf artist has now reached such a pitch that in countries such as Yugoslavia and some of the West Indian Islands it has virtually become a national industry. Even more remarkable has been the takeover by the sophisticated of the imagery of the masses, and, by translating it into hand-made artefacts, producing Pop Art—one of the most economically rewarding and prestigious art styles of the century. On the whole, however, there have been few exhibitions of popular art and little critical writing about it, at least in England, which is the only country in Europe not to possess a museum of the type of the Musée National des Arts et Traditions Populaires in Paris.

Last year, the Council of Europe mounted in Antwerp a remarkable and very under-publicized exhibition, *Love and Marriage*—aspects of popular culture, which dealt magnificently with one of those basic themes which have always provoked men to produce their most revealing visual metaphors. The material for this was drawn from 23 countries, and the British contribution is now on view at the National Museum of Wales in Cardiff (until April 25).

The exhibition in fact fulfils a double role, because as well as having been part of the Antwerp exhibition, it also slots into a series of annual displays at Cardiff, organized by Ken and Kate Baynes on the theme of "Art and Society". This enterprising venture—covering themes such as War, Work and Worship—unique in its catholic coverage of popular art forms, and its consistent refusal to divorce them from the mainstream of cultural history—was never put on the artistic version of general release, but its essence is contained in Ken Baynes's recent annual *Art in Society* (Lund Humphries £12).

Rather preciously mounted, and more restricted in scope than might have been expected, *Marriage (or Priodes)* makes no attempt to propound any specific argument, but presents a vividly instructive miscellany of objects and images with a whole range of Freudian, Jungian, or merely fortuitous implications. Decorated eggs from Slovakia, a bride's crown with kingfisher feathers—looking as though it had been designed for Camille Mirlan—from China; heart-shaped biscuits, cutters designed for edible tokens of affection with the inscription "I Love You" in pink icing; lace bobbins, given in Wales as love tokens; love spoons from Helsinki, luckenbooth brooches from Scotland—these are some of the marginal adornments of the exhibition.

Of central significance and importance are the so-called "ephemera", often visually exciting, always revealing. Postcards, suggesting an admittance of the bawdy and the cynical; popular prints,



Paddy Shannon courting the Widow Wilkins (The Linnell Hall Belfast).

some printed in Belfast, others from such sources as the Canach Press in the Seven Dials, with their strong emphatic wood-engravings giving an emphatic lie to the kind of sentimentalization of courtship provided by "sophisticated" paintings such as John Pettie's *Two Strings to her Bow* from Glasgow Art Gallery (which presents strip cartoons, Andy Capp, the Bride of Frankenstein, science-fiction magazine covers, tattoo designs) there is material enough to keep a team of anthropologists, social historians and psychologists busy for a quin-

quennium. Certain things stand out clearly. Ordinary people have seldom completely subscribed to the romantic interpretation of love and marriage—a more basic cynicism, usually anti-feminine—was innate. Money is important. Welsh "Bidding Cards" demand presents, and Paddy never courts the rich Widow Wilkins with the words "O cruel Widow Wilkins, refuse me would be hard. My Spirits are so high, my heart is so full of love for you, that I cannot but love you." There is a constant mention with royal marriages, and it implying a concern, still in the late twentieth century, with the world revealed here is not that of Jane Austen nor yet of Henry James—even though it is his own myths. Exhibitions such as this add another dimension to our understanding of art, and of life.

Relevant caricature

Hilary Finch

The case of Craig and Bentley (1952) is coming into the news again—this time at the Cockpit Theatre, London, where the theatre-in-education team is using it as the subject of a half-day project in which fifth-formers watch a dramatization of the inquiry (complete with Pathé news) and a riveting reconstruction of the shooting incident. In the following workshop and discussion period, both the immediate and the more far-reaching issues—of justice, punishment and the need to make a statement—are to be thought out and played out.

For sixth-formers studying *Coriolanus* the same team has been producing a project which aims to "open out" the political context of the play. The scene is changed from Rome to a South American state; Coriolanus is General Ky, and the supporting cast are senators, tribunes and—of course—the People. Again, after watching dramatized extracts (in which Shakespeare's text neatly weaves in and out with



John and Lucy.

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Close-up of Lucy

Hilary Finch

John confirms the findings of John Rowley and other child psychiatrists, that children separated from their mothers and placed in institutional care suffer acute, traumatic distress. But Lucy, and the Robertsons' other three films, suggest that the conclusion drawn by Bowlby and others from these findings, that separation from the mother in early childhood must always be traumatic, is invalid. It is the lack of mothering experienced in an institution, the Robertsons argue, that causes trauma, not separation as such. Children of 18 months to about two years do not cling desperately to their mothers, and will quickly form new, satisfying relationships with substitute mother figures, while slightly older children will understand that they will eventually be reunited with their mothers, and meanwhile will affectionately accept the love and attention of a foster-parent. In making *Lucy* the Robertsons had the advantage of themselves acting as the child's foster parents and being able to film every event of importance. Now an experienced cameraman, James Robertson, captures Lucy's actions and expressions with skill and precision. In making *Lucy* he has supplied the narrative, giving necessary information and some helpful comment but to a large extent letting the film speak for itself. At many points no words could add to the understanding given by the visual perception of Lucy's behaviour and expres-

Perhaps the film's most poignant moment is the reunion of Lucy with her mother. At first Lucy seems puzzled; then dawning recognition and delight show on her face: a few moments later she hurries joyfully to her mother's arms. As well as confirming aspects of separation experience the Robertsons have already established in previous films, *Lucy* adds something new by showing in detail a child's feelings towards her foster mother after her real mother has returned. Lucy shies away from Joyce Robertson when she comes to visit Lucy at home, but cries and runs to the door when Mrs Robertson leaves. All her actions suggest a conflict between love for her foster mother and fear that she may again take her away. They suggest, too, the pain of a new, but in a sense welcome, separation—welcome, because the second separation has reunited her with her mother.

By visiting Lucy frequently for a few weeks after she returned home, the Robertsons helped her to make the break with her gradually. The film's last few minutes show Lucy, her mother and Mrs Robertson playing happily together in a local park. Lucy invents a game in which she leads Joyce Robertson away across the grass, and then runs back to her mother. Later she leads her mother away from Mrs Robertson, moves back towards Joyce Robertson but, before reaching her, wanders away by herself. The game is an obvious re-enactment of the first and second separation experiences, and indicates that both are now happily resolved.

BBC2

Making of a martyr

Christopher Griffin-Beale

A Martyr to the System (tonight's Playhouse on BBC2) is a minor classic, essential viewing for anyone involved in schools, especially teacher training. Plays and novels about young teachers proliferate, but much less is written about this earlier stage.

Engaged but not partisan, Andrew Davies' economical and witty script credibly articulates basic educational conflicts without caricature or stereotyping. Discussion of the general issues it provokes—and BBC 2 are devoting half-an hour later that night to just that—will have to contend with the ambiguities of a specific situation rather than comforting philosophical simplicities.

Redfern, the "martyr", a scruffy politics and sociology graduate, is on final practice in an inner city comprehensive with a depleted class of disaffected fifth year leavers. He knows what is wrong with education, rejects their use of "sit" offers to answer all their questions, advising them how to protect their rights against the system.

His tutor, Jake Egan, approaching a nervous middle-age, concerned for his students but confused by their challenges to his values, comes in to mediate, swapping his casual college clothes for a suit and tie (as Redfern sarcastically observes). Egan's professional need to arbitrate between student and school is reinforced by his own compulsion to be liked by everyone.

Redfern has claimed the headmistress pressured him to change his consistent teeth and jeans. She claims her observations were much less binding, and complains that Egan and Redfern's absence. Challenging Redfern about whom he really came Egan evasive response.

A lesson which Egan observes, where the children's attempt to provoke Redfern with a nude photo, starts a minor scandal (only peripherally treated—the story is all too familiar) and Redfern's exclusion from the school. He has already invoked the college's grievance procedure, alleging victimization by Egan and is championed

by a sympathetic, but naïve vice-president though the canny president accurately predicts that Redfern will merely make a martyr.

Indeed the principal shuffles forward a compromise—Redfern to return to the school, seeking prior approval for his lessons, and supervised by a new tutor—which Redfern angrily rejects, presumably along with course, college and profession.

Questions abound: what had Redfern been doing for the rest of the year? Could he have been helped with more professional advice? Certainly Egan's pre-practice pep talk combines the minimum of inspiration with the minimum of practical help. Yet, would Redfern ever have heeded the advice of experience, particularly if contracting his a priori political convictions?

The film's last word is with Mrs Egan, more practical than her husband and a sympathetic teacher in the same school. Dismissing Redfern as a "neurotic creep", she reckons Egan has no music sympathy for his students and himself, he should spare a thought for the children.

And, we cut back to the class reunited with their bullying teacher, who powerfully communicates cynical contempt for education and their own life chances. Nothing has changed for them, but it clearly should and Redfern—however misguided, ungenerous and intransigent—not only realized it, but showed glimmers of one day reaching them. (It is the play's one flaw to suggest our sympathy for him so much as to weaken our concern about his fate.)

This film is well-served by actors particularly gifted in telegraphing nuances of characters type without cliché (Margery Mason's headmistress and James Collier's principal, custodian of minor roles) and by Peter Smith's direction, deploying the same gentle understatement that distinguished his cinema feature, *A Private Enterprise* and effectively exploiting the nuances of location, the contrast of Egan's suburban manor and Redfern's post-termed garret underlining their conflicting values.

The classroom scenes are particularly convincing with the two tough guys along with the student and the two Asian students slanting and uncomprehending on the sidelines.

Radio

Black studies in brief

Should black studies be taught as a separate subject, or integrated into the curriculum? Should they be aimed at black children only, or at both whites and blacks? To what extent are black history and culture already included in school curricula?

These were some of the questions discussed on Radio London's *Black Londoners'* phone-in programme, last week, on education for a multi-racial society. Given the expertise represented by the panel of six educationalists and community relations officers it was a pity that the discussion rarely got beyond the most basic aspects of the issues involved.

The "overkill" of the programme's format, with six speakers, audience members and people on the telephone at home all vying for air time, prevented any one person from developing his or her views at the kind of length which would have allowed a fuller and deeper exploration of the subject.

The use of audience participation, in particular, although adding an attractive spontaneity and liveliness to the programme, led to many sudden—even startling—changes of subject sometimes at future similar programmes, the use of a smaller panel, or more limited audience participation, could perhaps make possible a deeper discussion while continuing to provide highly entertaining listening.

Nevertheless, panel members managed to make some important points: Dorothy Cooley, from the community relations office in Liver-

pool, emphasized the need for changes in textbooks to eradicate racial and cultural bias; Ray Giles, of Smith College, Massachusetts, indicated that the United States has gone much further than Britain in introducing black history and culture into school curricula; Jane King, of the Inner London Education Authority, bemoaned the lack of knowledge of what is taking place in Angola among young British blacks; Cecil Goodall, community education coordinator, pointed out that young blacks themselves are asking for teaching about their African or West Indian heritage.

The programme's informality and great good humour, with occasional bantering interchanges between panel members and speakers from the audience, made it enjoyable listening. There were some hitches: several people who had phoned in mysteriously disappeared when it was time for them to go on the air, and speakers from the audience were not always audible. The slight lack of polish added to the friendly, spontaneous atmosphere, making a refreshing contrast to the professional smoothness of national radio discussion programmes.

Black Londoners' only real fault was its late timing, which meant that future similar programmes, the use of a smaller panel, or more limited audience participation, could perhaps make possible a deeper discussion while continuing to provide highly entertaining listening.

R.H.

Briefings

Radio and TV

Open University

Infant Cognition (Sunday, 10.10, Thursday, 17.25, BBC 2).

"Action Replay" puts paid to the myth that babies in first weeks of life behave purely by reflex action. This unique film study of infants' pre-speech leads on to a discussion of the importance of the mother-child bond.

Amsterdam and Haarlem (Saturday, 11.00, Monday, 07.05, BBC 2).

An examination of the methods used by two communities to open up education. The attitudes of the older working class district of Amsterdam are contrasted with those of the sprawling new housing estates of Haarlem.

The Invention of Tradition (Sunday, 10.35, Thursday, 07.05, BBC 2).

Archive film of schools from the early twentieth century to the 1950s illustrates the physical and philosophical development of state education.

Control: A School Experiment (Sunday, 11.50, Monday, 17.00, BBC 2).

Demonstration of an air compressor to a class of 12 to 14-year-old boys. Simple control system is simulated in the classroom by means of a game using cards and a large dial.

Talk Reform (Tuesday, 07.30; Wednesday, 17.00, BBC 2).

A look at a controversial attempt by two psychologists to develop a language programme which fits naturally into the infant's school day. The approach to language development is based on Basil Bernstein's theory of restricted and elaborate codes.

Further Education: Being a Child (Sunday, 11.00, ITV).

A new 13-week series to trace the development of normal children helping to understand the growth of personality from infancy to adolescence.

Parents and Children (Sunday, 13.25, BBC 1).

A rare in the life of a health visitor. Looks at the diverse problems he has to handle.

General Interest

Second House (Saturday, 21.00, BBC 2).

The whole programme is devoted to the contemporary Polish composer, Penderecki. Known in the West primarily for his works "Dies Irae", "The St Luke Passion" and the music "The Exorcist". Filmed partly in Cracow by Dennis Marks.

Horizon (Monday, 21.50, BBC 2).

"Geronimo's Children" looks at the Apache tribe and assesses its success in adapting to the demands of the modern world. Due to the hard work of their leaders and lack of outside interference, the Apaches are the only Indians to have retained their identity and culture.

Chronicle (Wednesday, 21.25, BBC 2).

"The Wheels of War" traces the construction of a replica of the 5,000-year-old war-wagon invented by the Sumerians by the boys of St John's comprehensive school, Epping. The wagon was then used by javelin thrower Dave Travis in a simulated battle.

Solzhenitsyn (Thursday, 21.25, BBC 1).

A chance to see again the controversial interview given by Solzhenitsyn to *Panorama*. A discussion follows picking up press comments made at the time of the original showing.

Omnibus (Thursday, 22.35, BBC 1).

A programme about the official war artist Paul Nash. *Omnibus* seeks to show that his real subject was the countryside. More than 120 of his paintings are shown from an exhibition which is at present touring the country.

Opera

Strategy for success

Patrick Carnegie on Menotti's "Maria Golovin"

So far as modern music-theatre is concerned, nothing fails like popular success. There is an expectation abroad that only problematical works are authentic. Rough edges are prescribed to gouge the case-hardened skin of satiated sensibility. The reasonable notion that art asks as much as it gives can be pushed to mean that the best works are those that demand the most, even to the point where imagination is the prerogative of the listener or spectator and not at all of the retiring creator. What do these breaks mean?

Thus, the extent to which a work is vexatious, incomplete, or otherwise inadequate is turned to its advantage. Contrariwise, it goes hard on anyone who can be accused of having let his target, especially if he was serious in his aim. Such is the case with Gian-Carlo Menotti, too often the butt of critical scorn, whose opera *Maria Golovin* had its British premiere on March 19 at the Camden Festival.

Menotti scored his first hit with *Amleto* at the Ball, which he was only 25, and there followed *The Telephone*, *The Medium*, *The Consul*, the children's opera *Amahl and the Night Visitors*, and a host of other works. Although he has lived and worked mostly in the United States, he has retained his Italian citizenship and has recently bought a house in Scotland. His Festival of Two Worlds at Spoleto is an important platform for American music abroad. At 65 Menotti is as vigorous and as versatile as ever; he has just completed a *Fantasia* for cello and orchestra and is at work on a new opera, *The Hero*.

Maria Golovin, first given at the Brussels World Fair in 1958, is set in a well-to-do villa "near a Euro-

pean frontier" at the end of "a recent war"—to judge by the furnishings and costumes of the meticulously detailed production (by the composer himself). It was the First World War that he had in mind. Donato, blinded in the war, falls for Maria Golovin, a Russian lady who has rented a flat in his villa for the summer. The course of their affair is marked by mounting jealousy, even paranoia, on his part. Donato is a man who will have the truth, but he takes refuge in life's little white lies as a bulwark against the big lie which he himself is living in his expectations of Maria.

Donato becomes desperate when a telegram announces the imminent return of Maria's husband—a prisoner of war—but she promises to meet him at midnight after the party to celebrate the return. When she eventually arrives—two hours late—there is a violent quarrel. Donato's mother discovers her son helplessly brandishing a revolver. Sliding up the situation, and fired by her own jealousy of Maria, she gestures her to one side while pretending to help Donato find his aim. He fires twice and the mother assists him to complete this "cruelest charade of all; tomorrow, she asks him, they can be over the border. Maria is left alone with her tears.

Menotti ingeniously avoids "operatic" music everywhere, supporting and heightens the naturalistic action, never takes it over. Only exceptionally does Menotti write a duet or an ensemble, as in Act two where Maria, Donato's mother, and the Maid Agata, indulge an almost Strauss-like postlude, while Donato interjects more down-to-earth sentiments. This is all handled so skillfully that Menotti scores on two fronts simultaneously—the credibility of realistic drama,

and the musician's licence to sound and combine feelings that lie too deep for words.

The plot is superbly constructed and Menotti knows just how to end each scene tantalizingly. Every detail has its place, though perhaps the symbolism is overworked, leaning close to the bathetic; Donato's hobby is making bird-cages, one of which is presented to Maria (she is also put to learn braille); an off-stage chorus—from a nearby prisoner-of-war camp—suddenly joins Maria's own husband back into her mind.

That Donato eventually shoots nothing but this air (though he believes that he's killed Maria) is the final irony against him; neither Donato's nerve, nor his passion, are equal to his turning the gun against himself. The lie lives on, and Donato's misery will take a new lease when he realizes, as he soon must, that Maria has eluded her execution.

Maria could be played in many ways without altering Donato's essentially self-centred tragedy. But Alison Hargan, who has a beautiful voice, put across too pale a personality, culpable only in her thoughtlessness. If Menotti's music does not seem to mould characters, it is because these characters may be deliberate strategies allowing sufficient freedom for it to take a new shape in each and every production. Richard Jackson was exactly right to play Donato as a man clutching at a love whose demands he cannot meet, not because of blindness but because of his mother's emotional tyranny. There were other excellent performances by Maureen Morris (the Mother) and Bernard Dickerson (Zerkovna). Nicholas Braithwaite's conducting was in complete sympathy with the composer's intentions.

Patrick Carnegie's review of *Shardul's "Dumina"* with the original music (also at the Camden Festival) will appear next week.

Marty methods of blocking out